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## Contra Costa County, California: Educational Opportunities

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**This document excerpts the “Disparities in Access to Educational Opportunity” section the Contra Costa County Consortium Analysis of Impediments (produced for Contra Costa County, Walnut Creek, Concord, Antioch, Pittsburg, and the Housing Authorities of Contra Costa, Richmond, and Pittsburg). It includes a regional policy analysis, describing the possible drivers of school segregation and inequality and their connections to County demographics and patterns of residential segregation. It also includes HUD-provided data on demographics and school performance (based on 4<sup>th</sup> grade test scores), demarcated by Census tract. In addition, it includes supplemental data analysis and mapping by school district.**

Housing and school policies are mutually reinforcing, which is one reason why access to educational opportunities is included in the Assessment of Fair Housing. At the most general level, because of the disparities in income and wealth across different racial and ethnic groups, school districts with the greatest amount of affordable housing will tend to attract larger numbers of low and moderate income families. Because school-wide test scores are primarily (but not entirely) a reflection of student demographics, school districts that have excluded affordable housing will tend to have higher income households and higher proficiency scores. These higher scores, along with other measures of “perceived” school quality, tend to attract higher income families to buy homes, further increasing the overall cost of housing in these higher rated school districts, and creating a stronger exclusionary effect.

Fiscally, a combination of higher student need and lower local revenues may deprive schools in the lower income districts of the resources they need to compete with schools in districts that have less affordable housing, and fewer educational needs, creating a cycle in which such districts are increasingly less desirable. Within school districts, school assignment policies can have similar effects, though the greatest disparities are usually across school district lines. California has taken significant steps to address disparities in local school funding, through the Local Control Funding Formula (LCFF), but funding disparities remain for the highest need districts, exacerbated by the impacts of local private and parental contributions, school facilities investment, and by variations in local policies on distributing supplemental funds.

A related issue is the effect of high concentration of low income students within schools. Although the precise thresholds are not understood with precision,<sup>1</sup> it is clear that

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<sup>1</sup> See Roslyn Mickelson, “Is There Systematic Meaningful Evidence of School Poverty Thresholds?” (National Coalition on School Diversity Research Brief, September 2018), [http://school-diversity.org/wp-content/uploads/2018/09/NCSD\\_Brief14.pdf](http://school-diversity.org/wp-content/uploads/2018/09/NCSD_Brief14.pdf).

academic outcomes for low income students are depressed by the presence of high proportions of low income classmates, and that similarly situated low income students perform at higher levels in lower poverty schools. The research on racial segregation is consistent with the research on poverty concentration – positive levels of school integration lead to improved short term and long term educational outcomes for all students.<sup>2</sup> For these reasons, it is important wherever possible to reduce school-based poverty concentration as much as feasible, and to give low income families greater access to lower poverty, racially diverse public schools.

One of the most striking aspects of the data on Contra Costa County's multiple school districts is the rapid demographic changes that have occurred over the past ten years, especially the rapidly increasing rates of Latino and Asian-American enrollment in several local districts, and corresponding decreases in White enrollment rates. To the extent that these trends are associated with increasing racial and economic segregation across school districts, and decreased access to high performing schools for children in certain racial and ethnic groups, they become fair housing issues as well, and make it even more important to coordinate housing and education policy. As the data indicate, the greatest disparities in access to high performing schools occur across district lines, but even within school districts, housing and school officials can work together to equalize student investments and outcomes.

### **Disparities in access to proficient schools**

The HUD School Proficiency Index ranges from 0 to 100, with higher values indicating the presence of higher quality neighborhoods schools. In California, the HUD School Proficiency Index uses data from the Great Schools 2013-14 dataset. While the index is initially computed for Census block groups, HUD also estimates the index for protected classes at the jurisdiction level (see Table 1)<sup>3</sup>.

The HUD School Proficiency Index relies on the geographic proximity of local schools to persons residing in the designated census block groups. These are not necessarily the same schools that individual children are assigned to (the HUD index does not use actual school assignment zones), but since all the school districts in Contra Costa County primarily assign children to their neighborhood schools, the HUD index will serve as a good proxy.<sup>4</sup>

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<sup>2</sup> See Jennifer Ayscue, Erica Frankenberg, & Genevieve Siegel-Hawley, The Complementary Benefits of Racial and Socioeconomic Diversity in Schools (National Coalition on School Diversity Research Brief, March 2017), <https://school-diversity.org/pdf/DiversityResearchBriefNo10.pdf>.

<sup>3</sup> Higher numbers on these indices correspond to more opportunity: e.g. lower poverty, more proficient schools, higher proximity to jobs, etc.

<sup>4</sup> Many of the Contra Costa County districts have some form of intra-district choice, which are used by a relatively small percentage of students. If, as reported to us anecdotally, these intra-district school transfer policies are

Overall, there is considerable divergence across racial and ethnic groups in neighborhood access to high-performing elementary schools. Table 1<sup>5</sup> (from HUD AFFHT<sup>6</sup>) shows that the elementary schools to which non-Hispanic Blacks and Hispanics have access are lower performing than those of all other racial groups. By contrast, schools attended by non-Hispanic Whites are the highest-performing, followed closely by non-Hispanic Asian/Pacific Islanders. Similar results are evident at the regional level.

Tables 2 through 5<sup>7</sup> appear to show little variability of school proficiency across racial/ethnic groups within the jurisdictions, but do point to profound differences across locations. From table 2 we observe the racial and ethnic groups in Antioch obtaining school proficiency scores in the 30s and 40s. In Concord (table 3), these values are in the 40s and 50s, while in Pittsburg (table 4), the scores are in the teens and 20s. Finally, school proficiency index scores in Walnut Creek (table 5) are about 90 for each racial and ethnic group.

### **Disparities in access to proficient schools, relationships to residential living patterns**

#### *Contra Costa County*

Map 1 depicts the HUD school proficiency index for Contra Costa County. Access to proficient schools varies across the County. Schools are lower performing in the eastern and northern neighborhoods of the County, including the cities of Antioch, Concord, Pittsburg and Richmond (see also maps 7, 8, and 9). School proficiency index values are higher in the central and southern sections of the jurisdiction, of which Walnut Creek is a part (see also map 10).

Overlaying race and ethnicity over school proficiency levels reveals correspondences at the jurisdiction level between these factors. Maps 2 - 6 examine the relationships between school proficiency and race/ethnicity at the jurisdiction level. From map 4, we observe the extent to which non-Hispanic Blacks appear to concentrate in neighborhoods across the County with low school proficiency scores. Non-Hispanic Asians or Pacific Islanders (see map 5) appear spread across the jurisdiction in neighborhoods with low- and high-performing schools. Map 6 shows the highest concentrations of Hispanics in neighborhoods with low school proficiency scores.

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utilized by higher income families, or by a disproportionately high percentage of White families, then the HUD proficiency index would tend to underestimate disparities in access to educational opportunity.

<sup>5</sup> See the column entitled "School Proficiency Index".

<sup>6</sup> AFFHT refers to the HUD AFFH Data and Mapping Tool.

<sup>7</sup> See the column entitled "School Proficiency Index".

We also observe (see maps 11, 12, 13, and 14) concentrations of Mexican and Filipino national origin in neighborhoods of low school proficiency, especially in Antioch, Concord and Pittsburg.

Whereas the maps are useful to illustrate high-level visual spatial patterns, the AFFHT raw data permit more fine-grained analysis into relationships between opportunity factors and protected groups. Tables 6 to 10 reflect custom analyses of the AFFH block-level and tract-level raw data.<sup>8</sup> Specifically, the tables permit comparisons of average school proficiency index values across the census-tract quintiles of protected groups in the Consortium. Quintiles divide the Consortium's census tracts into five equally sized groups, after ranking tracts by their shares of protected groups.

Table 6 shows the average school proficiency index value for each Census tract quintile of the 2010 non-Hispanic Black population. The average school proficiency index value is only 24.85 for the census tracts in the County with the largest non-Hispanic Black populations ("Very High"). By contrast, the smallest non-Hispanic Black quintile ("Very Low") has the highest average school proficiency value of 88.05. Across all Census tracts in the jurisdiction, the average school proficiency index score is 56.52. Table 7 shows a similar pattern for the Hispanic population, with the highest average index value in the census tracts with low Hispanic populations, and the lowest average index value in those census tracts with more Hispanics. The trend is reversed for non-Hispanic Whites, as evident in table 8, with schools performing better on average in those Census tracts that have more non-Hispanic Whites.

Patterns are a bit different for non-Hispanic Asians or Pacific Islanders, as evident in table 9. Average school performance is high in the highest and middle quintiles of Asian population. The averages in the other three quintiles approximate the County average, suggesting a lower correlation between presence of Asians and school performance.<sup>9</sup> Similar trends are evident regionally (see tables 12, 13, 14, and 15).

The five most frequent places of birth for the foreign-born population in the jurisdiction are Mexico, the Philippines, China (excluding Hong Kong and Taiwan), India, and El Salvador. Table 10 shows that the mean school proficiency index score is lowest in the 20 percent of tracts that have the highest population of foreign-born residents from these five countries,

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<sup>8</sup> Raw data version AFFHT0004, from November 2017. The school proficiency index data are summarized from block groups to tracts for using a tract-to-block group crosswalk from Mable Geocorr (<http://mcdc.missouri.edu/websas/geocorr14.html>).

<sup>9</sup> Pairwise correlations between tract-level school proficiency index scores and: (1) 2010 non-Hispanic Black population,  $r=-0.5473$ ; (2) 2010 non-Hispanic White population,  $r=0.6571$ ; (3) 2010 Hispanic population,  $r=-0.6009$ ; (4) 2010 non-Hispanic Asian or Pacific Islander,  $r=0.1026$ . All except non-Hispanic Asian or Pacific Islander are significant at the 0.05 level; non-Hispanic Asian or Pacific Islander is insignificant.

and the mean school proficiency index score is highest in the tracts with the fewest such residents.<sup>10</sup>

Table 11 shows 2017 shares of 4<sup>th</sup> grade students making or exceeding English/Language Arts and Math standards for each Contra Costa public school district. The lowest scoring school districts on both ELA and Math are Antioch Unified, Pittsburg Unified, West Contra Costa Unified, and John Swett Unified. These four districts also have the highest student poverty rates (see map 22), as measured by share of students receiving free and reduced price meals. By contrast, the highest performing districts on both ELA and Math are Orinda Union, Lafayette, Walnut Creek, and San Ramon Valley. These five districts are well above both the overall County and state shares. Each is also characterized by low student poverty (see map 22) and small concentrations of Hispanic or non-Hispanic Black residents.

#### *Region - San Francisco-Oakland-Hayward, CA MSA*

Map 23 depicts the HUD school proficiency index for the region. Across the five counties in the MSA, there is variation in access to high-performing schools. Neighborhoods in south and east San Francisco County, north and west Contra Costa County, and west Alameda County score lowest on the index.

From map 26, we observe the extent to which non-Hispanic Blacks are especially concentrated in neighborhoods across the region with low school proficiency scores, especially in north and northwest Contra Costa County and western Alameda County. Non-Hispanic Asians or Pacific Islanders (see map 27) by contrast appear spread across the region in locations with low- and high-performing schools. Map 28 shows high concentrations of Hispanics in neighborhoods with low school proficiency scores, such as in northern/northwestern Contra Costa and western Alameda. However, Hispanics also appear located – albeit in smaller densities – in neighborhoods of moderate to high school proficiency, such as in central Contra Costa and Alameda counties and central and southern San Mateo.

The five most frequent places of birth for the foreign-born population in the San Francisco-Oakland-Hayward, CA region are Mexico, China,<sup>11</sup> the Philippines, Vietnam, and India. Table 16 shows that the mean school proficiency index score is lowest in the 20 percent of tracts that have the highest population of foreign-born residents from these five countries, and the mean school proficiency index score is highest in the tracts with the fewest such residents. Regionally, Mexicans and Filipinos in particular appear most highly concentrated in locations with the lowest performing schools.

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<sup>10</sup> For tables 6, 7, 8 and 10, the difference in the mean school proficiency index between the top (“very high”) and bottom (“very low”) quintiles is statistically significant at the 0.01 level. Two-sample t-test with equal variances. The difference for non-Hispanic Asians or Pacific Islanders is insignificant.

<sup>11</sup> HUD AFFH data excludes Hong Kong and Taiwan.

## **Local programs, policies, or funding mechanisms that affect disparities in access to proficient schools**

Academic achievement and school spending vary widely across Contra Costa County, with the reasons for these disparities remaining complex.<sup>12</sup> In the 2010-2011 school year, the County's top-spending district, Orinda Elementary, spent \$9,473 per student. Orinda's proficiency rates are among the highest in the County (see table 11). Orinda receives about one-third of their funding from parcel taxes, foundations, and parent donations, which gives them the option to spend their budget on "luxuries" that some less affluent districts cannot afford, such as small class sizes, art teachers, and expanded programs and staff<sup>13</sup>. Districts with high proportions of low income and at-risk students benefit from California's redistributive Local Control Funding Formula (LCFF), and receive additional funding based on student need. For example, in one of the County's lowest-scoring districts, West Contra Costa, a higher percentage of children from low-income families translated into additional income to help level the playing field.

Nonetheless, low-income students in West Contra Costa and similar districts are faced with continuing educational challenges. Low income students, defined as students whose families earn below 185 percent of the federal poverty line, make up most of the total student population in West Contra Costa. In the district-run schools, they make up 70 percent, and in charter schools, they make up 81 percent of the total student body.<sup>14</sup> English learners make up approximately one-third of students. The performance gap between West Contra Costa students and students across California and the rest of Contra Costa County widens each year.<sup>15</sup>

A 2017 report published by Contra Costa County Public Schools revealed that the percentage of students in west County on-level in Kindergarten has stayed low and flat through elementary, middle, and high school—hovering overall at just one in three students proficient in English and Language Arts and one in four in Math.<sup>16</sup> In West Contra Costa, 44 percent of all ninth graders received at least one D or F grade in the 2016-2017 school year, and only eight out of 537 English Learning eighth grade students (1.5 percent) met Math standards. In eleventh grade, only seven English Learner students (1.6 percent) did. In the last ten years, only four schools in West Contra Costa—Middle College High

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<sup>12</sup> T. Harrington (2011). Study shows some East Bay districts get bigger bang for their bucks than others. Oakland, CA: East Bay Times. <https://www.eastbaytimes.com/2011/06/04/study-shows-some-east-bay-districts-get-bigger-bang-for-their-bucks-than-others/>

<sup>13</sup> *Id.*

<sup>14</sup> Go Public Schools 2017, available at <https://drive.google.com/file/d/1-WyDjVXlo2nakX7gs2tj3KBSOhn0X6XY/view>

<sup>15</sup> *Id.*

<sup>16</sup> N. Walchuk, M. Lopez, T. Kang, E. Ruiz Rodriguez, S. Ramirez, B. Vickers (2017). West Contra Costa Kids Can: Second Annual Student Outcomes Report. <https://gopublicschoolswcc.org/2017/11/wcckids2017launch/>



School San Pablo, Hanna Ranch Elementary, Olinda Elementary, and Kensington Elementary—received the title of California Distinguished School, a state-recognized title that honors exemplary public schools based on performance and progress in narrowing achievement gaps. In comparison, the rest of Contra Costa County, including but not limited to San Ramon Valley Unified School District and Mt. Diablo Unified School District, is home to over eighty California Distinguished Schools.<sup>17</sup>

The impact of poverty and high student need in several of the County’s school districts is exacerbated by high rates of demographic change and student turnover. Countywide, during the twenty year period from 1997-2017, White public school enrollment declined by almost 30,000 students, while Latino enrollment increased by over 30,000 students, and Asian/Pacific Islander enrollment rose by over 10,000 students (see figure 1 in appendix). At the same time, the overall student poverty rate (as measured inexactly by the percentage of students eligible for free and reduced price lunch) in the County increased dramatically, from 29 percent to 41 percent.<sup>18</sup>

Importantly, these demographic changes in the schools were not distributed evenly across the County’s school districts – they followed the path of affordable housing and concentrated in districts that included communities with more open housing policies – in particular Antioch, Mt. Diablo, Oakley, Pittsburg, and West Contra Costa (see table 18).<sup>19</sup> Other districts saw increased Latino enrollment, but relatively stable enrollment of other racial and ethnic groups. These districts, which include Brentwood, Byron, Knightsen, Liberty, and Martinez, have the potential of becoming stable, racially and economically integrated school districts, if the right investments in schools, housing, and community infrastructure are made. The remainder of Contra Costa’s school districts appear to be more racially isolated, with relatively small percentages of non-White students. As illustrated by the school proficiency data (see appendix), these are also some of the highest performing schools in the County. These districts have the capacity to easily absorb a substantial influx of economic diversity without any loss of perceived quality or student outcomes.

Consistent with these observations, the data show that the most serious “segregation” problem in the County is not within school districts, but across school districts. Only the San Ramon, West Contra Costa, and Mount Diablo districts have elevated levels of segregation between White students and Black or Latino students. In these districts the

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<sup>17</sup> California Distinguished Schools Program. California Department of Education. <https://www.cde.ca.gov/ta/sr/cs/>

<sup>18</sup> For 1997-98 data, see here: <https://www.cde.ca.gov/ds/sh/cw/filesafdc.asp>. For 2017-18 data, see here: <https://www.cde.ca.gov/ds/sd/sd/filessp.asp>. Data are only for public school students.

<sup>19</sup> Table 18 shows the absolute and percentage change in enrollment by school district, 1997-98 to 2017-18.

cross-county levels of African-American segregation (using the standard “dissimilarity index”<sup>20</sup>) are quite high, and Latino segregation also approach high levels (see table 17).

The policies and practices that underlay patterns of school segregation are largely housing practices, including historical (20<sup>th</sup> century) disinvestment and segregation, local zoning and land use policies and practices (as discussed in the preceding section on Contributing Factors to Segregation), placement of subsidized housing, administration of the housing choice voucher program, housing discrimination in the private market, and personal choices made by families within the constraints of a market that is distorted by these policies and practices.

But education policies also influence these patterns of segregation. These housing-related educational policies that affect housing segregation include school district lines and school assignment zones that closely mirror local demographic divisions across and within districts, school district “choice” policies that exacerbate school concentrations of poverty, test- or criteria-based admission to choice schools, lack of free student transportation for students opting for intradistrict transfers, absence of free inter-district transfers for low income students attending high poverty schools (and unregulated access to inter-district transfers for higher income students), unregulated private and parental contributions to local schools, and unequal capital expenditures (school construction and renovation) across schools within a district.

There have also been a number of positive steps:

- In August of 2017, in response to a movement for five schools to secede from the Mt. Diablo Unified school district, the Contra Costa County Board of Education recommended against the formation of a new district, which would have increased the concentration of low income children in the remaining Mt. Diablo district, decreased overall revenues for the district, and diminished the opportunities for racial and economic integration for all students in the current Mt. Diablo district.<sup>21</sup>
- School districts are actively taking steps to incentivize teachers to stay. In the West Contra Costa Unified school district, the board is increasing teachers’ compensation and considering the development of new housing specifically for teachers to encourage teachers to remain in the district.<sup>22</sup> According to a district survey, 70

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<sup>20</sup> The dissimilarity index represents the extent to which the distribution of two groups differs across census tracts. Values range from 0 to 100, with a value of zero representing perfect integration between two groups and 100 representing perfect segregation.

<sup>21</sup> M. Robertson (2018). Maps show the segregation within Bay Area school districts. San Francisco: SF Gate. <https://www.sfgate.com/education/article/maps-bay-area-school-segregation-district-zone-vox-12519144.php#photo-14928885>

<sup>22</sup> T. Harrington (2018). Higher Pay, Smaller Classes, Housing Perks in West Contra Costa Unified School District’s Plan to Attract Teachers. Oakland, CA: East Bay Express.



percent of school employees who rent considered leaving because of high housing costs.<sup>23</sup>

California's reliance on state funding of local education and the 2014 Local Control Funding Formula have helped to equalize funding for poor districts.

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<https://www.eastbayexpress.com/SevenDays/archives/2018/07/06/higher-pay-smaller-classes-housing-perks-in-west-contra-costa-unified-school-districts-plan-to-attract-teachers>

<sup>23</sup> *Id.*

## Tables

**Table 1 – Indices of Access to Opportunity, Contra Costa County and Region**

		Low Poverty	School Proficiency	Labor Market	Transit	Low Cost of Transportation	Jobs Proximity	Environmental Health
<b>Total Population</b>		<b>Contra Costa County</b>						
Non-Hispanic	White	74.19	69.32	68.76	79.83	71.72	49.30	54.75
	Black	48.69	34.34	42.52	81.81	75.62	48.12	43.68
	Asian/Pacific Islander	70.60	59.43	66.87	80.81	72.22	45.27	52.22
	Native American	60.28	49.99	51.19	80.47	73.09	49.04	47.92
	Hispanic	48.69	39.38	42.30	82.31	75.57	45.11	43.85
<b>Population below federal poverty line</b>								
Non-Hispanic	White	62.29	55.60	55.46	81.05	74.17	50.67	49.39
	Black	35.56	25.84	32.63	84.03	78.23	48.69	39.84
	Asian/Pacific Islander	54.25	46.48	52.15	84.04	77.75	50.02	41.52
	Native American	49.83	19.92	34.52	82.61	75.06	48.41	46.48
	Hispanic	34.41	30.50	32.01	84.69	78.06	44.57	38.66
<b>Total Population</b>		<b>San Francisco-Oakland-Hayward, CA Region</b>						
Non-Hispanic	White	72.99	66.17	76.51	84.82	83.37	49.68	46.26
	Black	46.10	37.58	46.70	88.00	85.41	48.61	31.18
	Asian/Pacific Islander	67.02	58.76	67.89	88.22	86.05	45.86	38.67
	Native American	58.27	50.31	57.84	86.50	84.28	48.74	37.59
	Hispanic	52.70	41.45	51.62	87.15	85.36	46.05	37.00
<b>Population below federal poverty line</b>								
Non-Hispanic	White	62.44	57.72	68.29	87.54	86.55	53.27	37.90
	Black	34.86	31.81	39.12	90.09	88.13	51.38	26.42
	Asian/Pacific Islander	52.36	51.71	59.01	91.54	90.97	54.52	26.69
	Native American	44.15	38.59	49.37	89.93	89.73	50.46	28.16
	Hispanic	38.75	34.43	42.33	88.95	87.14	47.30	31.81

Note 1: Data Sources: Decennial Census; ACS; Great Schools; Common Core of Data; SABINS; LAI; LEHD; NATA. Note 2: These data are derived from the HUD AFFHT, which is the HUD Affirmatively Furthering Fair Housing Data and Mapping Tool. Note 3: Refer to the Data Documentation for details: <http://www.hudexchange.info/resource/4848/affh-data-documentation>

**Table 2 – Indicators of Access to Opportunity, City of Antioch**

		Low Poverty	School Proficiency	Labor Market	Transit	Low Cost of Transportation	Jobs Proximity	Environmental Health
<b>Total Population</b>		<b>Antioch</b>						
Non-Hispanic	White	50.81	35.64	31.90	75.77	67.92	48.67	57.09
	Black	52.37	39.98	33.77	75.91	67.97	52.24	58.52
	Asian/Pacific Islander	60.39	49.02	38.96	73.35	64.26	50.49	64.23
	Native American	46.34	32.79	29.58	77.07	69.51	48.79	53.90
	Hispanic	46.06	31.57	28.83	77.24	70.39	52.25	53.43
<b>Population below federal poverty line</b>								
Non-Hispanic	White	41.00	26.05	24.10	79.06	72.26	55.31	50.60
	Black	43.24	29.53	28.65	79.89	72.96	51.83	53.16
	Asian/Pacific Islander	60.83	35.69	42.61	78.23	65.83	41.96	59.05
	Native American	63.31	27.98	26.61	70.97	60.31	56.01	62.39
	Hispanic	39.92	27.50	24.23	78.41	72.64	55.28	49.28

Note 1: Data Sources: Decennial Census; ACS; Great Schools; Common Core of Data; SABINS; LAI; LEHD; NATA. Note 2: These data are derived from the HUD AFFHT, which is the HUD Affirmatively Furthering Fair Housing Data and Mapping Tool. Note 3: Refer to the Data Documentation for details: [www.hudexchange.info/resource/4848/affh-data-documentation](http://www.hudexchange.info/resource/4848/affh-data-documentation)

**Table 3 – Indicators of Access to Opportunity, City of Concord**

		Low Poverty	School Proficiency	Labor Market	Transit	Low Cost of Transportation	Jobs Proximity	Environmental Health
<b>Total Population</b>		<b>Concord</b>						
Non-Hispanic	White	66.26	50.58	57.42	85.68	78.19	46.42	38.82
	Black	50.41	43.84	48.33	88.19	82.88	47.04	32.97
	Asian/Pacific Islander	61.94	50.73	57.03	86.43	79.43	47.39	37.77
	Native American	58.83	45.99	51.96	86.48	80.08	45.85	34.40
	Hispanic	45.03	41.69	46.27	88.52	83.55	42.72	31.14
<b>Population below federal poverty line</b>								
Non-Hispanic	White	58.83	50.28	54.34	87.72	80.62	47.05	35.89
	Black	35.75	33.65	41.36	89.47	85.00	49.41	32.96
	Asian/Pacific Islander	48.16	45.54	51.65	89.29	84.13	47.69	31.11
	Native American	75.42	32.02	48.96	87.55	81.55	58.66	31.62
	Hispanic	30.73	42.00	41.09	91.51	87.51	41.63	27.94

Note 1: Data Sources: Decennial Census; ACS; Great Schools; Common Core of Data; SABINS; LAI; LEHD; NATA. Note 2: These data are derived from the HUD AFFHT, which is the HUD Affirmatively Furthering Fair Housing Data and Mapping Tool. Note 3: Refer to the Data Documentation for details: [www.hudexchange.info/resource/4848/affh-data-documentation](http://www.hudexchange.info/resource/4848/affh-data-documentation)

**Table 4 – Indicators of Access to Opportunity, City of Pittsburgh**

		Low Poverty	School Proficiency	Labor Market	Transit	Low Cost of Transportation	Jobs Proximity	Environmental Health
<b>Total Population</b>		<b>Pittsburg</b>						
Non-Hispanic	White	47.51	21.80	36.60	77.45	71.41	34.95	51.49
	Black	39.79	17.45	31.81	78.66	73.31	46.42	47.95
	Asian/Pacific Islander	52.65	25.84	39.82	76.47	70.28	36.39	51.94
	Native American	43.02	17.92	32.46	79.03	72.44	44.70	47.20
	Hispanic	38.95	18.93	30.45	79.88	72.10	39.89	48.04
<b>Population below federal poverty line</b>								
Non-Hispanic	White	43.69	18.60	32.72	77.60	71.96	37.41	50.20
	Black	31.93	11.96	25.06	78.95	74.08	53.68	45.14
	Asian/Pacific Islander	38.26	21.19	33.96	80.45	73.94	41.17	51.28
	Native American	22.00	4.71	28.00	79.00	73.00	72.87	58.00
	Hispanic	28.42	17.33	23.66	82.46	72.49	39.98	44.37
<p><i>Note 1: Data Sources: Decennial Census; ACS; Great Schools; Common Core of Data; SABINS; LAI; LEHD; NATA. Note 2: These data are derived from the HUD AFFHT, which is the HUD Affirmatively Furthering Fair Housing Data and Mapping Tool. Note 3: Refer to the Data Documentation for details: <a href="http://www.hudexchange.info/resource/4848/affh-data-documentation">www.hudexchange.info/resource/4848/affh-data-documentation</a></i></p>								

**Table 5 – Indicators of Access to Opportunity, City of Walnut Creek**

		Low Poverty	School Proficiency	Labor Market	Transit	Low Cost of Transportation	Jobs Proximity	Environmental Health
<b>Total Population</b>		<b>Walnut Creek</b>						
Non-Hispanic	White	83.12	88.53	89.40	85.38	77.89	53.60	51.75
	Black	80.34	88.04	91.70	87.16	83.28	59.80	44.63
	Asian/Pacific Islander	83.10	89.10	91.03	85.23	78.26	57.80	48.83
	Native American	81.00	88.58	91.26	84.84	78.20	58.72	47.23
	Hispanic	80.31	88.67	91.88	86.44	82.10	60.00	45.28
<b>Population below federal poverty line</b>								
Non-Hispanic	White	79.28	87.74	90.67	87.17	81.15	58.93	47.55
	Black	97.00	85.63	91.00	87.00	81.00	48.94	52.00
	Asian/Pacific Islander	75.77	87.54	92.60	88.39	85.98	66.22	40.19
	Native American	78.00	90.99	89.00	92.00	90.00	56.03	50.00
	Hispanic	65.80	84.62	94.20	90.79	89.46	64.16	42.55
<p><i>Note 1: Data Sources: Decennial Census; ACS; Great Schools; Common Core of Data; SABINS; LAI; LEHD; NATA. Note 2: These data are derived from the HUD AFFHT, which is the HUD Affirmatively Furthering Fair Housing Data and Mapping Tool. Note 3: Refer to the Data Documentation for details: <a href="http://www.hudexchange.info/resource/4848/affh-data-documentation">www.hudexchange.info/resource/4848/affh-data-documentation</a></i></p>								

**Table 6 – Average School Proficiency Index by Census Tract Non-Hispanic Black Population**

Contra Costa County, CA	Average School Proficiency Index
<b>Quintile, Non-Hispanic Black Population</b>	
Very Low	88.05
Low	71.92
Moderate	59.50
High	37.04
Very High	24.85
<i>Note: Tract Non-Hispanic Black population; source is 2010 U.S. Decennial Census, table P2.</i>	

Table 7 – Average School Proficiency Index by Tract Hispanic Population	
Contra Costa County, CA	Average School Proficiency Index
<b>Quintile, Hispanic Population</b>	
Very Low	81.00
Low	78.28
Moderate	55.40
High	39.79
Very High	27.54
<i>Note: Tract Hispanic population from AFFHT0004 raw data; original source is 2010 U.S. Decennial Census.</i>	

Table 8 – Average School Proficiency Index by Tract Non-Hispanic White Population	
Contra Costa County, CA	Average School Proficiency Index
<b>Quintile, Non-Hispanic White Population</b>	
Very Low	23.34
Low	43.31
Moderate	57.26
High	77.40
Very High	82.08
<i>Note: Tract Non-Hispanic White population from AFFHT0004 raw data; original source is 2010 U.S. Decennial Census.</i>	

Table 9 – Average School Proficiency Index by Tract Non-Hispanic Asian or Pacific Islander Population	
Contra Costa County, CA	Average School Proficiency Index
<b>Quintile, Non-Hispanic Asian or Pacific Islander Population</b>	
Very Low	50.39
Low	59.03
Moderate	61.35
High	55.30
Very High	56.88
<i>Note: Tract Non-Hispanic Asian or Pacific Islander population; source is 2010 U.S. Decennial Census, table P2.</i>	

**Table 10 – Average School Proficiency Index by Tract Top-Five Places of Birth for the Foreign-Born Population**

Contra Costa County, CA	Average School Proficiency Index
Quintile, Top 5 Places of Birth, Foreign-Born Population	
Very Low	84.55
Low	65.86
Moderate	54.52
High	43.58
Very High	33.46
Note: Tract place of birth for foreign-born population from AFFHT0004; original source is 2013 5-year Census ACS.	

**Table 11 – Share of Grade 4 Students Meeting or Exceeding Standard on “Smarter Balance” Achievement Test, Contra Costa County Public Schools, 2017**

	English Language Arts/Literacy			Math		
District	Total	Economically Disadvantaged	Not Economically Disadvantaged	Total	Economically Disadvantaged	Not Economically Disadvantaged
Antioch Unified	27.94	23.07	43.13	21.31	17.69	32.50
Brentwood Union Elementary	58.41	38.98	65.82	53.20	30.95	61.58
Byron Union Elementary	48.68	32.81	56.80	47.34	29.69	56.45
Canyon Elementary	No Data			No Data		
John Swett Unified	30.77	25.00	50.00	29.25	25.00	42.31
Knightsen Elementary	50.00	28.57	62.16	30.51	19.05	36.84
Lafayette Elementary	82.51	No Data	83.12	81.08	No Data	81.66
Martinez Unified	49.33	34.65	56.85	49.33	26.73	60.91
Moraga Elementary	82.86	No Data	83.57	81.99	No Data	82.21
Mt. Diablo Unified	48.12	26.32	66.87	42.44	20.98	61.09
Oakley Union Elementary	34.65	18.22	48.94	32.58	22.36	41.40
Orinda Union Elementary	88.33	No Data	88.33	86.38	No Data	86.38
Pittsburg Unified	32.29	31.44	36.67	28.46	26.54	38.33
West Contra Costa Unified	31.88	21.57	59.62	26.60	17.02	52.19
San Ramon Valley Unified	77.91	46.94	79.24	78.88	47.47	80.25
Walnut Creek Elementary	73.74	34.38	77.20	71.00	27.27	74.93
Contra Costa County	50.87	26.22	69.70	47.21	21.66	66.73
State of California	45.06	31.92	66.36	40.45	27.03	62.18

Source: CA Department of Education



**Table 12 – Average School Proficiency Index by Census Tract Non-Hispanic Black Population**

(San Francisco-Oakland-Hayward, CA) Region	Average School Proficiency Index
Quintile, Non-Hispanic Black Population	
Very Low	76.85
Low	68.96
Moderate	59.36
High	44.98
Very High	31.35
Note: Tract Non-Hispanic Black population; source is 2010 U.S. Decennial Census, table P2.	

**Table 13 – Average School Proficiency Index by Tract Hispanic Population**

(San Francisco-Oakland-Hayward, CA) Region	Average School Proficiency Index
Quintile, Hispanic Population	
Very Low	74.27
Low	71.94
Moderate	60.54
High	45.42
Very High	29.62
Note: Tract Hispanic population from AFFHT0004 raw data; original source is 2010 U.S. Decennial Census.	

**Table 14 – Average School Proficiency Index by Tract Non-Hispanic White Population**

(San Francisco-Oakland-Hayward, CA) Region	Average School Proficiency Index
Quintile, Non-Hispanic White Population	
Very Low	33.09
Low	48.89
Moderate	58.18
High	66.14
Very High	75.71
Note: Tract Non-Hispanic White population from AFFHT0004 raw data; original source is 2010 U.S. Decennial Census.	

**Table 15 – Average School Proficiency Index by Tract Non-Hispanic Asian or Pacific Islander Population**

(San Francisco-Oakland-Hayward, CA) Region	Average School Proficiency Index
Quintile, Non-Hispanic Asian or Pacific Islander Population	
Very Low	55.28
Low	57.76
Moderate	52.31
High	55.36
Very High	61.22
Note: Tract Non-Hispanic Asian or Pacific Islander population; source is 2010 U.S. Decennial Census, table P2.	

**Table 16 – Average School Proficiency Index by Tract Top-Five Places of Birth for the Foreign-Born Population**

(San Francisco-Oakland-Hayward, CA) Region	Average School Proficiency Index
Quintile, Top 5 Places of Birth, Foreign-Born Population	
Very Low	69.67
Low	64.00
Moderate	54.98
High	48.96
Very High	44.18
<i>Note: Tract place of birth for foreign-born population from AFFHT0004; original source is 2013 5-year Census ACS.</i>	

**Table 17 – Segregation (Dissimilarity) between Students at District and County Levels Contra Costa County Public Schools, 2017-18**

Among schools in district	Dissimilarity with White Students			Between Eligible & Ineligible for Free/Reduced Meals
	Black	Asian/PI	Hispanic	
San Ramon Valley Unified	0.48	0.52	0.22	0.15
West Contra Costa Unified	0.43	0.32	0.57	0.46
Mt. Diablo Unified	0.48	0.20	0.50	0.51
Antioch Unified	0.26	0.27	0.18	0.21
Pittsburg Unified	0.16	0.12	0.11	0.13
Brentwood Union Elementary	0.15	0.17	0.14	0.19
Liberty Union High	0.17	0.17	0.16	0.18
Acalanes Union High	0.28	0.09	0.11	0.27
Oakley Union Elementary	0.18	0.15	0.10	0.14
CCC Office of Education	0.59	0.23	0.63	0.55
Martinez Unified	0.13	0.12	0.12	0.21
Lafayette Elementary	0.16	0.05	0.08	0.20
Walnut Creek Elementary	0.20	0.10	0.06	0.18
Orinda Union Elementary	0.30	0.07	0.15	0.10
Byron Union Elementary	0.18	0.08	0.12	0.18
Moraga Elementary	0.29	0.10	0.04	0.21
John Swett Unified	0.09	0.06	0.08	0.19
Knighten Elementary	0.31	0.26	0.10	0.18
SBE – Rocketship Furturo Academy	N/A	N/A	N/A	N/A
Canyon Elementary	N/A	N/A	N/A	N/A
<b>Across all schools in County</b>	<b>0.66</b>	<b>0.45</b>	<b>0.56</b>	<b>0.57</b>

*Notes: Excludes 648 students whose school name is listed as "Non-Public, Non-Sectarian Schools" or "School Office." All groups except Hispanics include only non-Hispanic members of the racial group. Asian Group includes Pacific Islanders. Source: CA Department of Education*

**Table 18 - Change in Enrollment for Contra Costa County and Districts: 1997/98 to 2017/18**

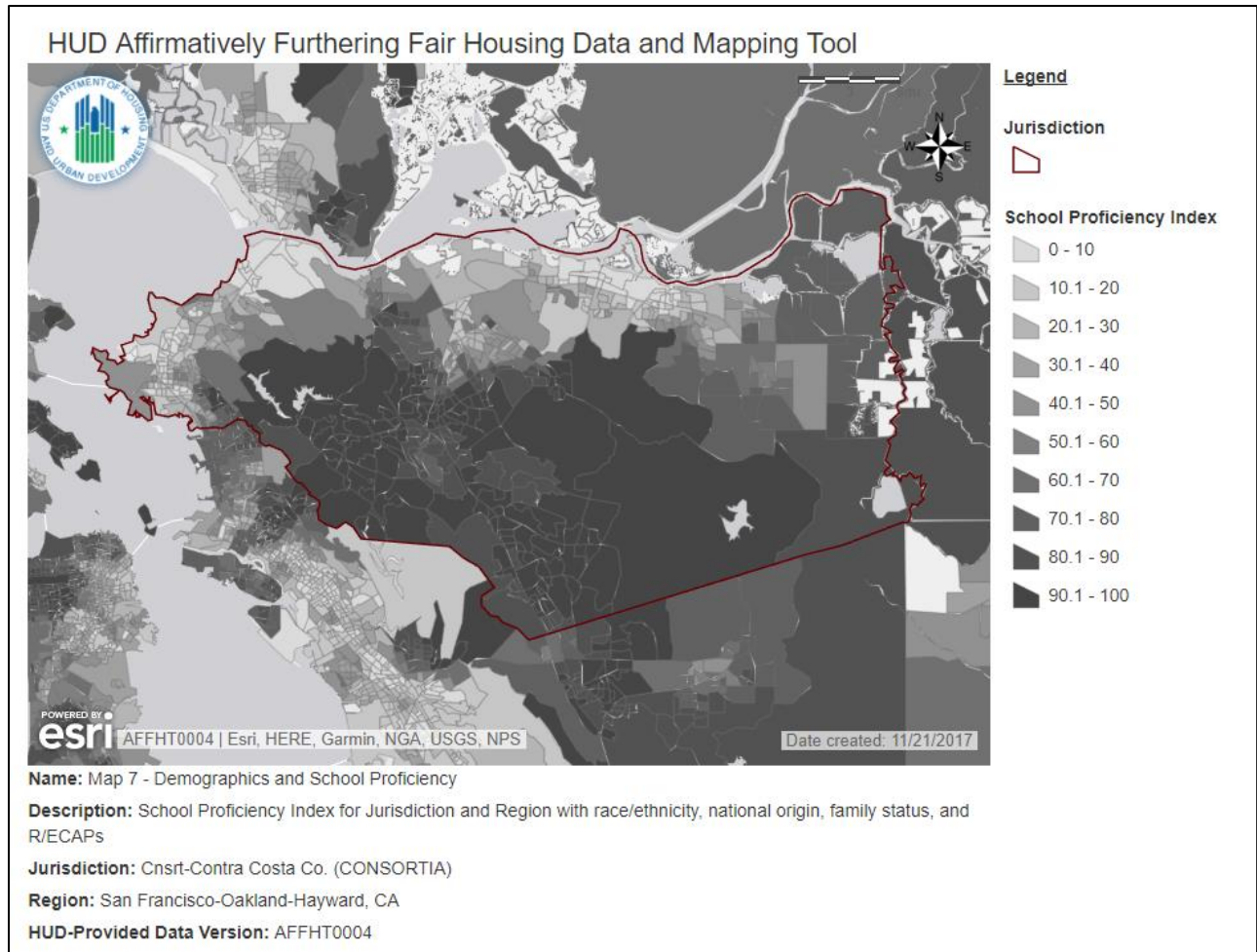
	Total and Major Racial/Ethnic Groups									
	Total		White		Asian/Pacific Islander		Black		Hispanic	
	Absolute	%	Absolute	%	Absolute	%	Absolute	%	Absolute	%
Contra Costa County	26,878	17.9	-30,334	-35.9	12,851	70.0	-3,614	-18.6	35,938	132.5
Acalanes Union High	785	16.1	-160	-4.2	155	21.8	37	63.8	263	107.3
Antioch Unified	-113	-0.7	-7,765	-76.0	412	28.8	2,511	137.8	3,900	107.3
Brentwood Union Elem.	5,904	187.7	1,778	91.6	959	1155.4	600	1538.5	1,674	160.2
Byron Union Elementary	1,289	124.4	526	63.3	110	366.7	76	475.0	381	261.0
Canyon Elementary	-5	-6.5	-16	-25.8	3	300.0	-10	-83.3	7	NA
CCC Office of Education	4,051	367.3	998	192.7	356	434.1	182	62.5	1,806	894.1
John Swett Unified	-669	-30.3	-775	-75.8	-25	-6.7	-100	-22.9	160	43.2
Knightsen Elementary	268	81.5	23	8.8	14	200.0	2	200.0	170	288.1
Lafayette Elementary	121	3.5	-567	-18.7	52	16.0	4	15.4	207	240.7
Liberty Union High	5,138	166.8	1,319	62.3	738	838.6	671	849.4	2,016	263.5
Martinez Unified	-159	-3.7	-1,305	-39.8	91	47.9	-38	-26.6	659	108.7
Moraga Elementary	-58	-3.1	-485	-30.7	71	29.1	4	33.3	108	216.0
Mt. Diablo Unified	-4,524	-12.6	-14,120	-59.4	-96	-2.3	-533	-30.3	7,286	121.2
Oakley Union Elementary	1,000	23.8	-1,069	-38.8	199	125.2	297	165.0	1,246	118.4
Orinda Union Elementary	135	5.6	-413	-19.8	218	85.2	24	200.0	81	172.3
Pittsburg Unified	2,187	23.4	-1,528	-71.8	-214	-16.4	-629	-24.2	4,047	123.3
San Ramon Valley Unified	12,978	66.5	-2,623	-16.5	10,352	441.8	223	69.9	2,011	240.8
Walnut Creek Elementary	369	11.4	-588	-22.3	342	118.8	33	62.3	261	113.0
West Contra Costa Unified	-1,461	-4.4	-3,344	-50.6	-1,418	-22.5	-6,395	-55.0	8,537	101.0

Notes: All groups except "Hispanics include only non-Hispanic members of the racial group. Asian group includes Pacific Islanders and Filipinos. Before 2016-17 data excludes Adult Education. Excludes data for SBE-Rocketship academy, for which no data is available before 2012-13.

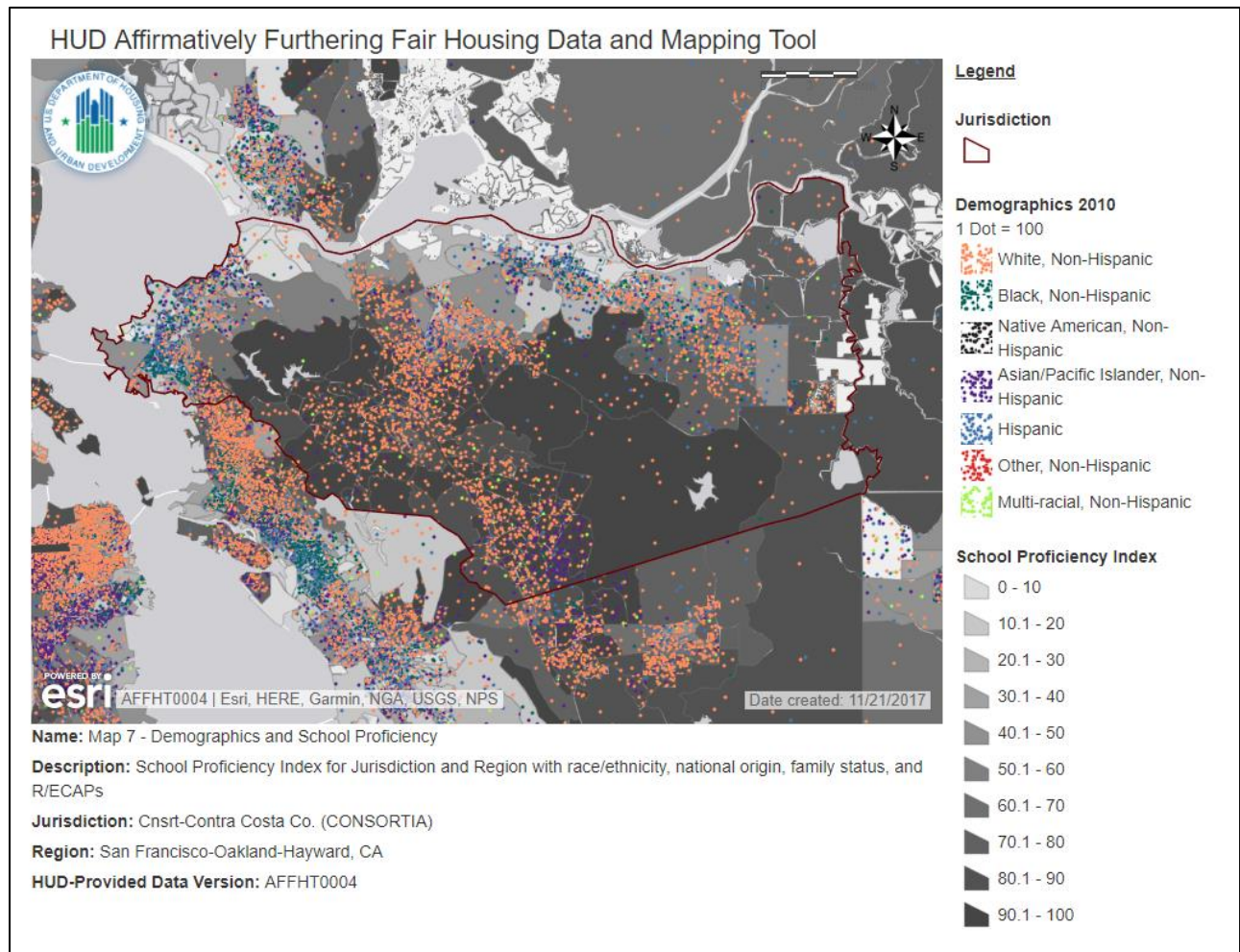
Source: 1997/98 from U.S. Department of Education, National Center of Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey Membership Data"; 2017/18 from CA Department of Education.

## Maps

Map 1: School Proficiency Index, Contra Costa County

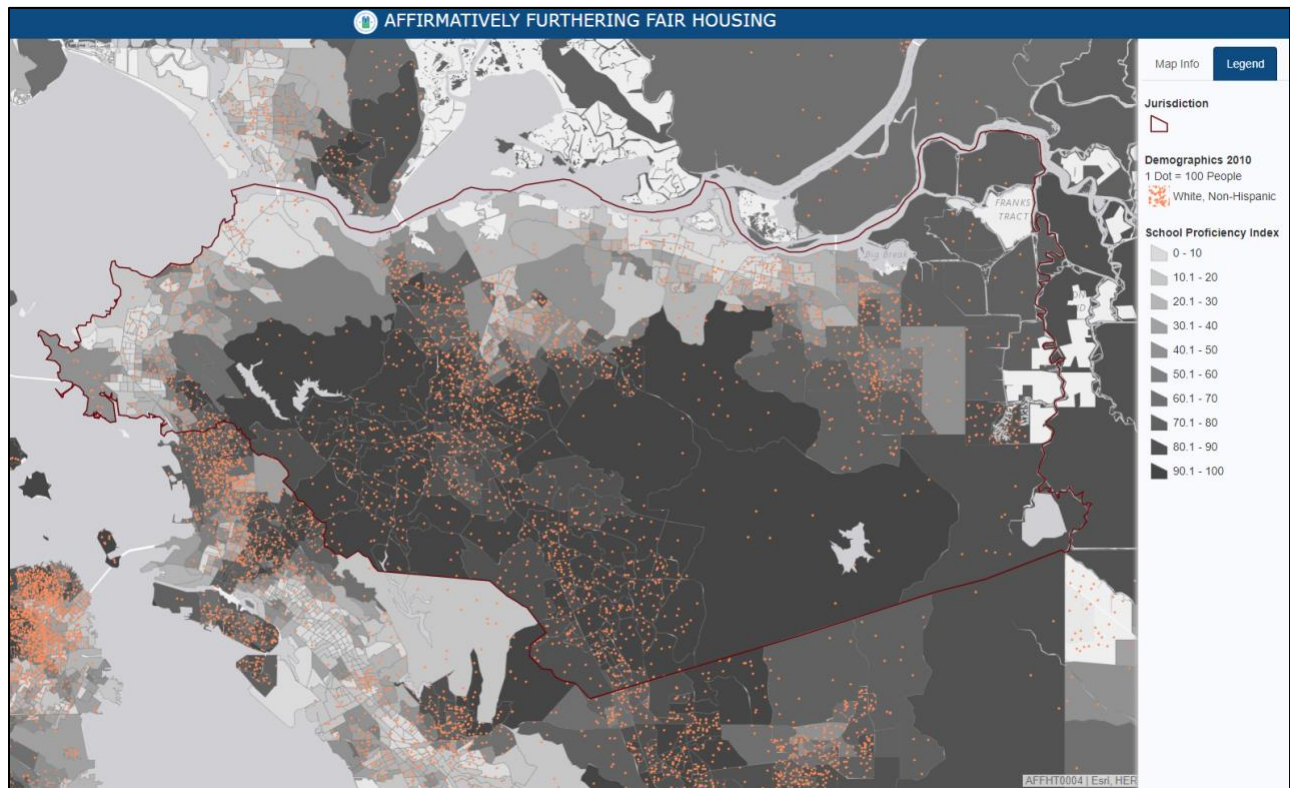


**Map 2: School Proficiency Index by Race/Ethnicity (all races shown), Contra Costa County**



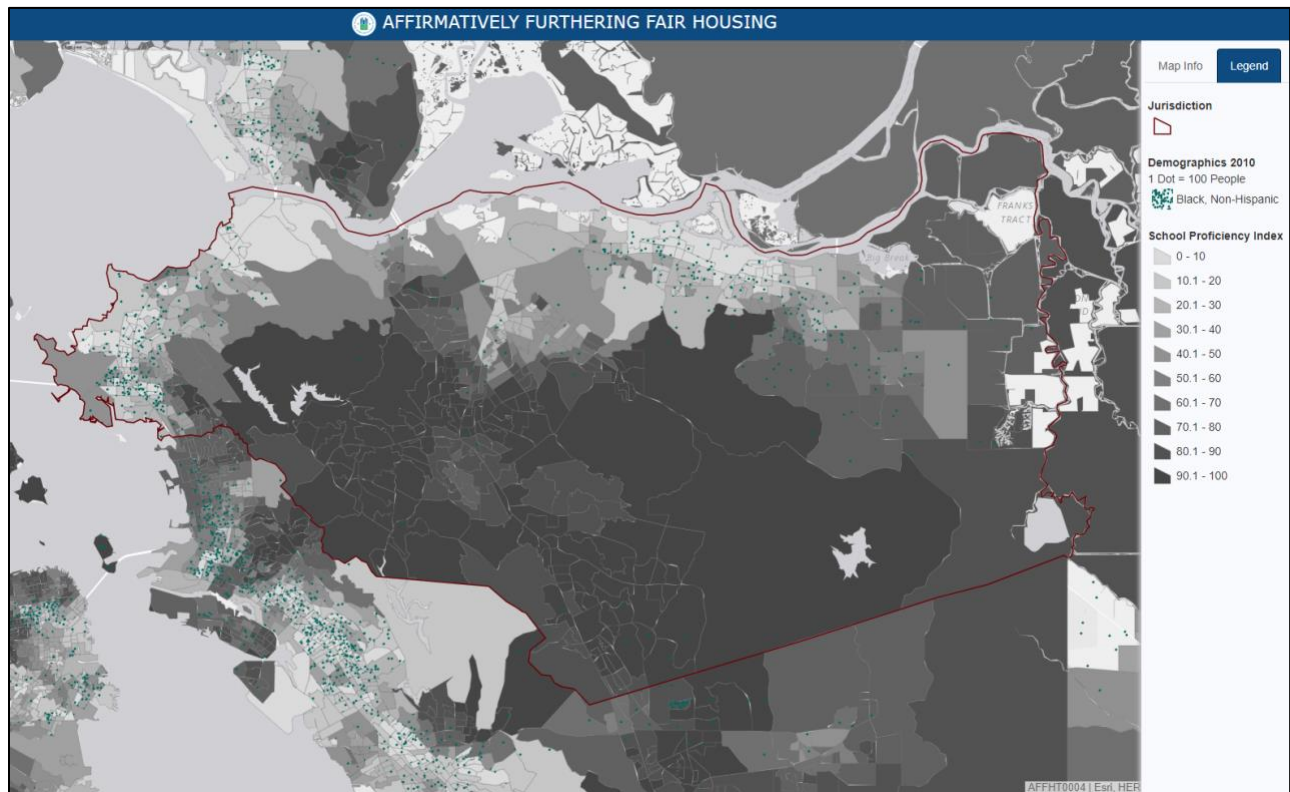


**Map 3: School Proficiency Index by Race/Ethnicity (Non-Hispanic White only), Contra Costa County**

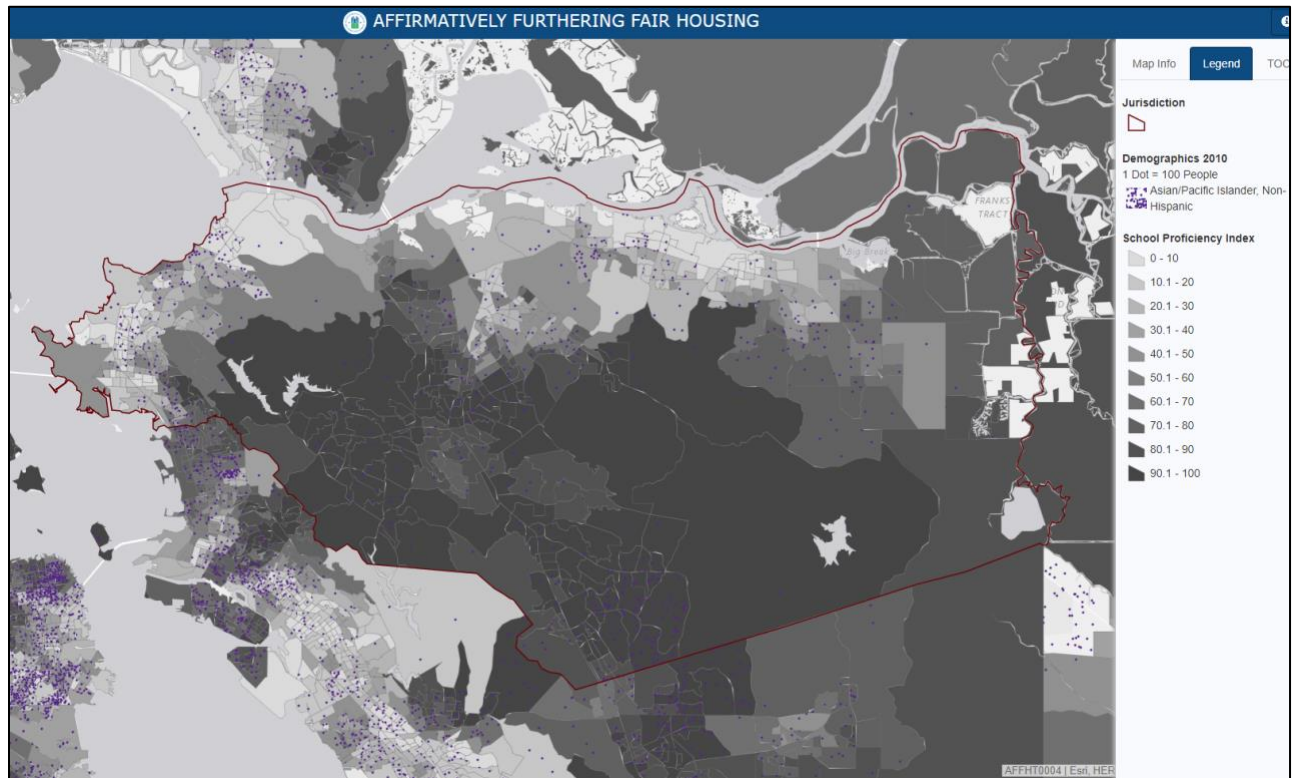




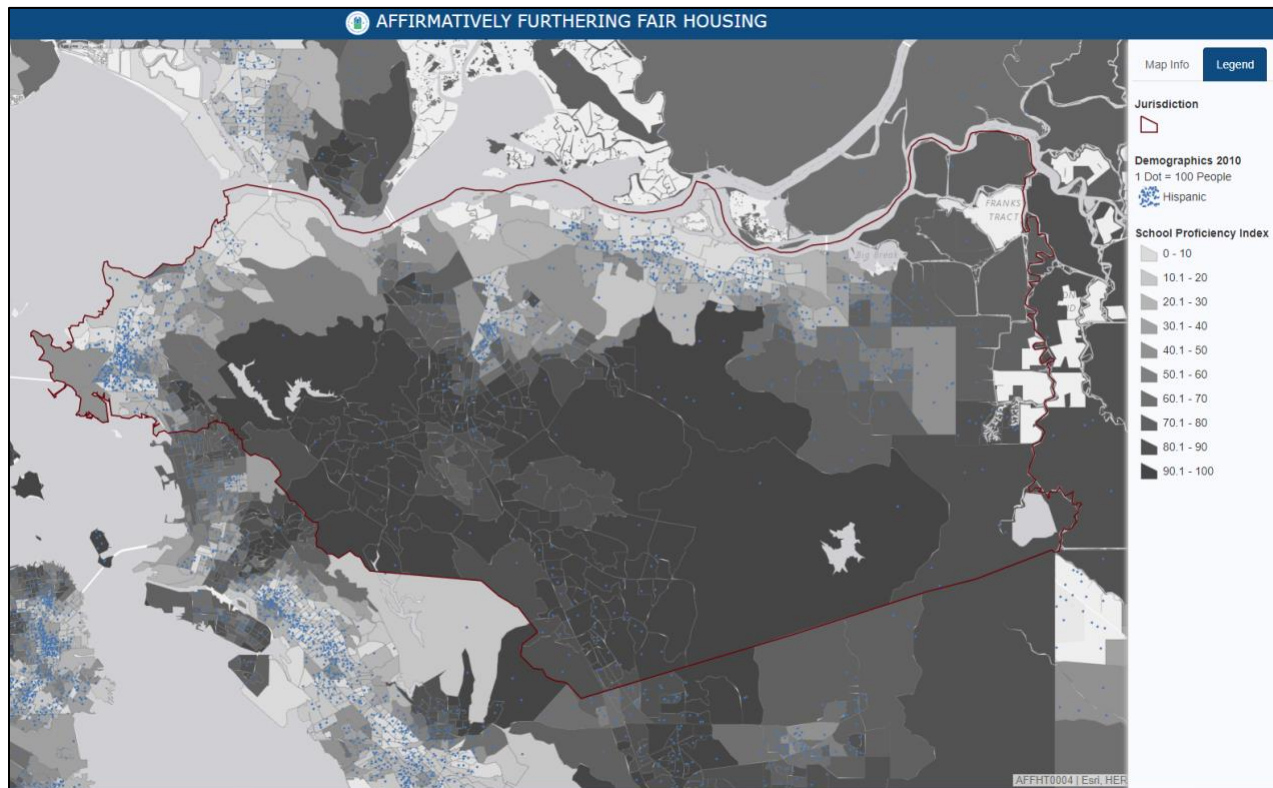
**Map 4: School Proficiency Index by Race/Ethnicity (Non-Hispanic Black only), Contra Costa County**



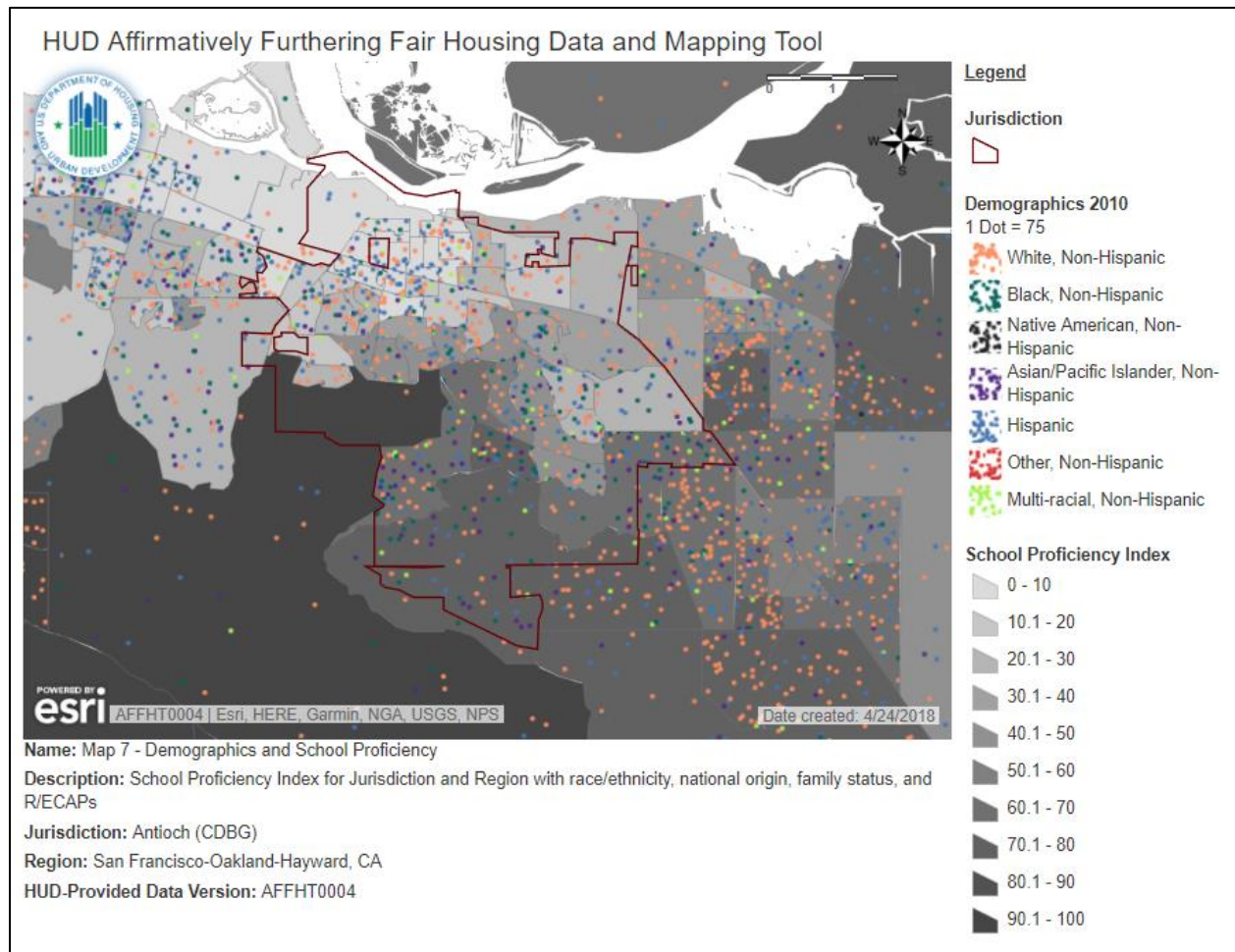
**Map 5: School Proficiency Index by Race/Ethnicity (Non-Hispanic Asian and Pacific Islander only), Contra Costa County**



Map 6: School Proficiency Index by Race/Ethnicity (Hispanic only), Contra Costa County

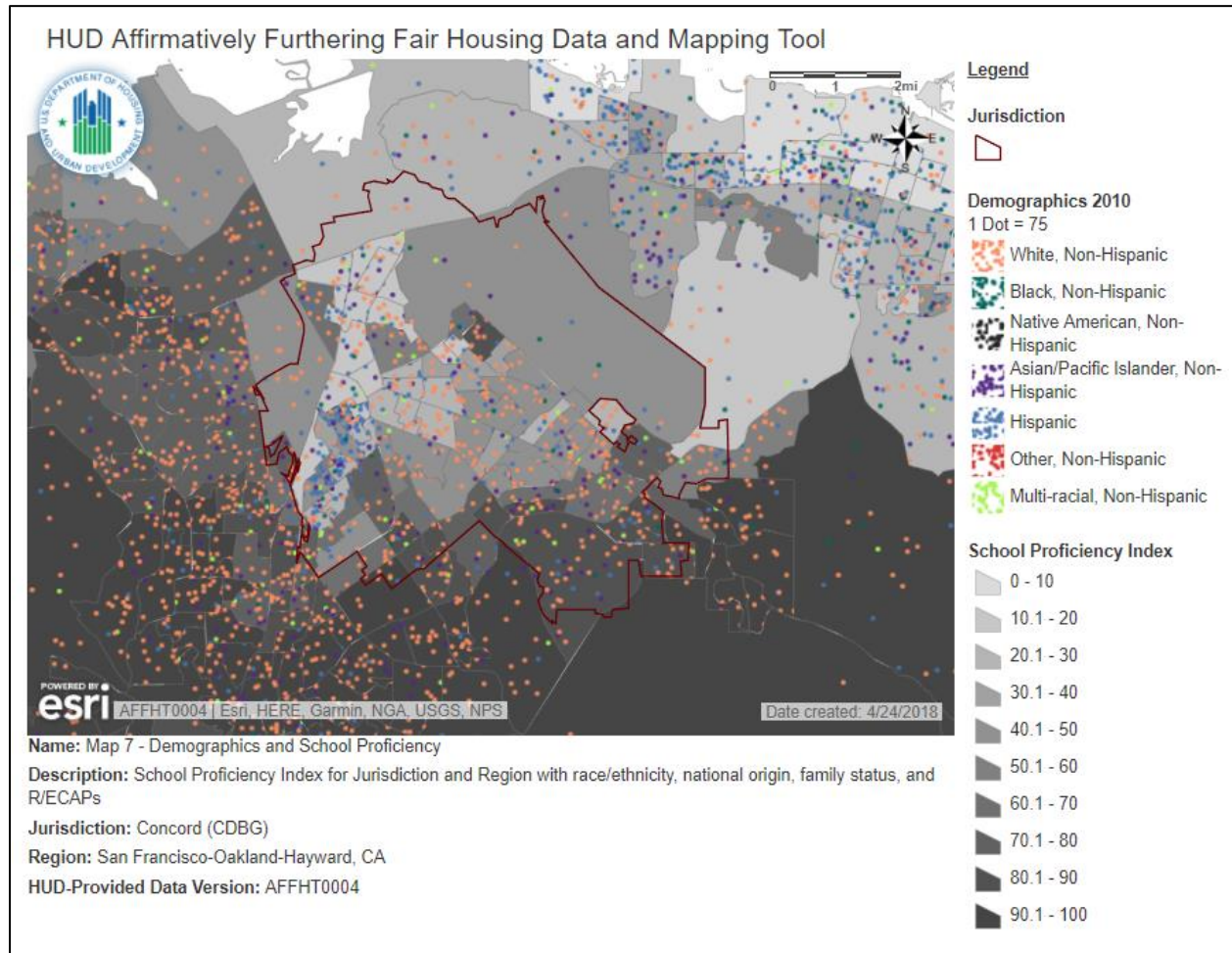


**Map 7: School Proficiency Index by Race/Ethnicity (all races shown), Antioch**

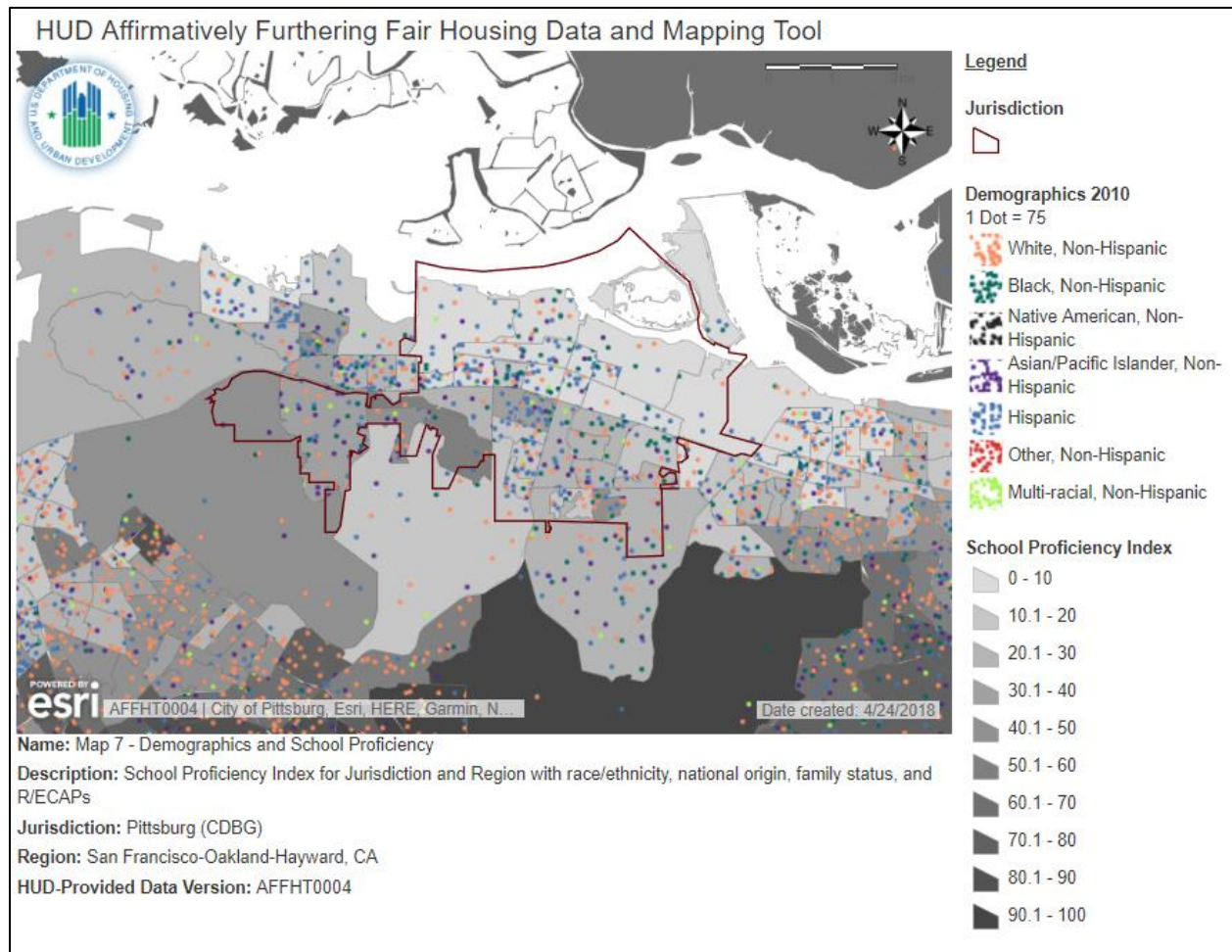




**Map 8: School Proficiency Index by Race/Ethnicity (all races shown), Concord**

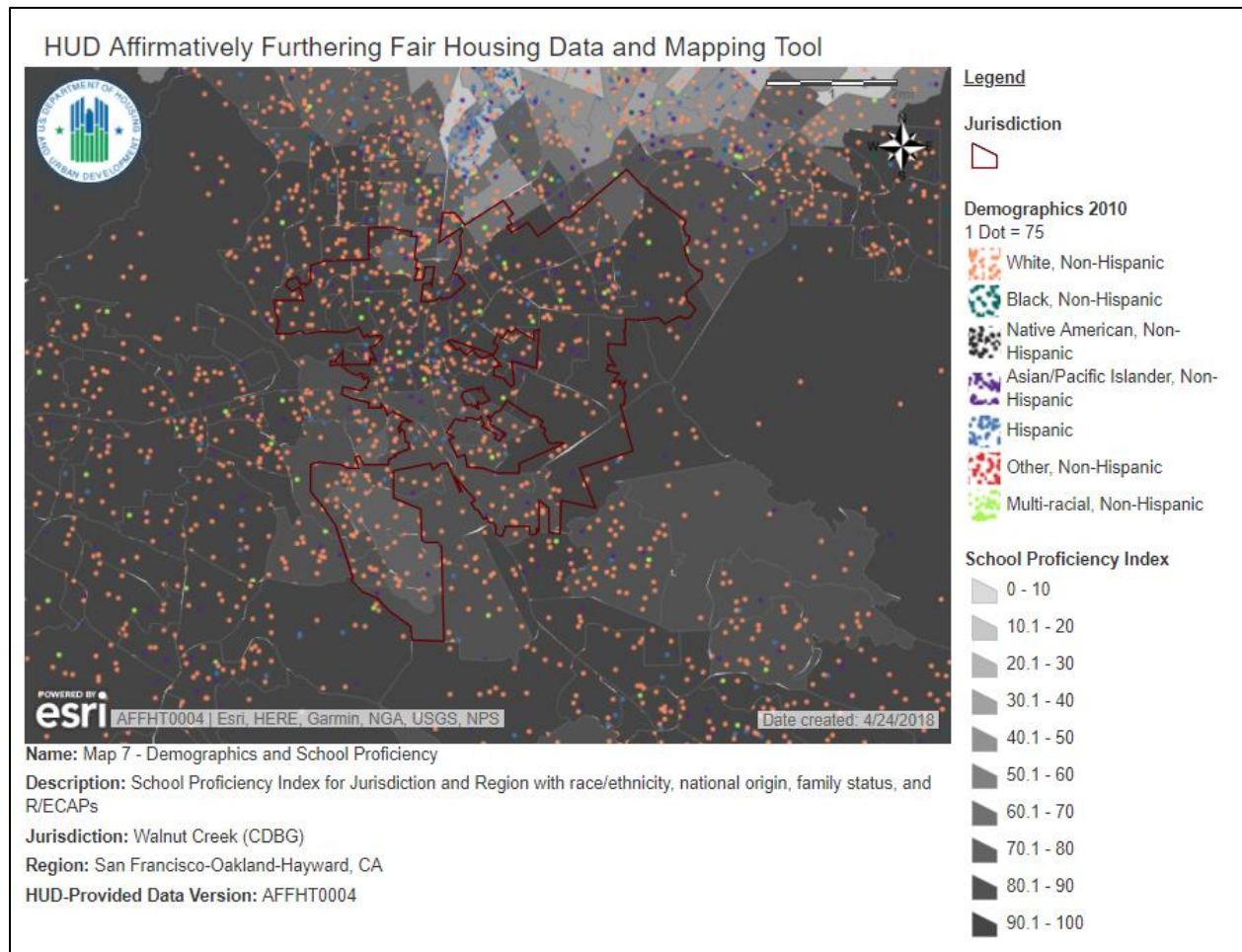


**Map 9: School Proficiency Index by Race/Ethnicity (all races shown), Pittsburg**

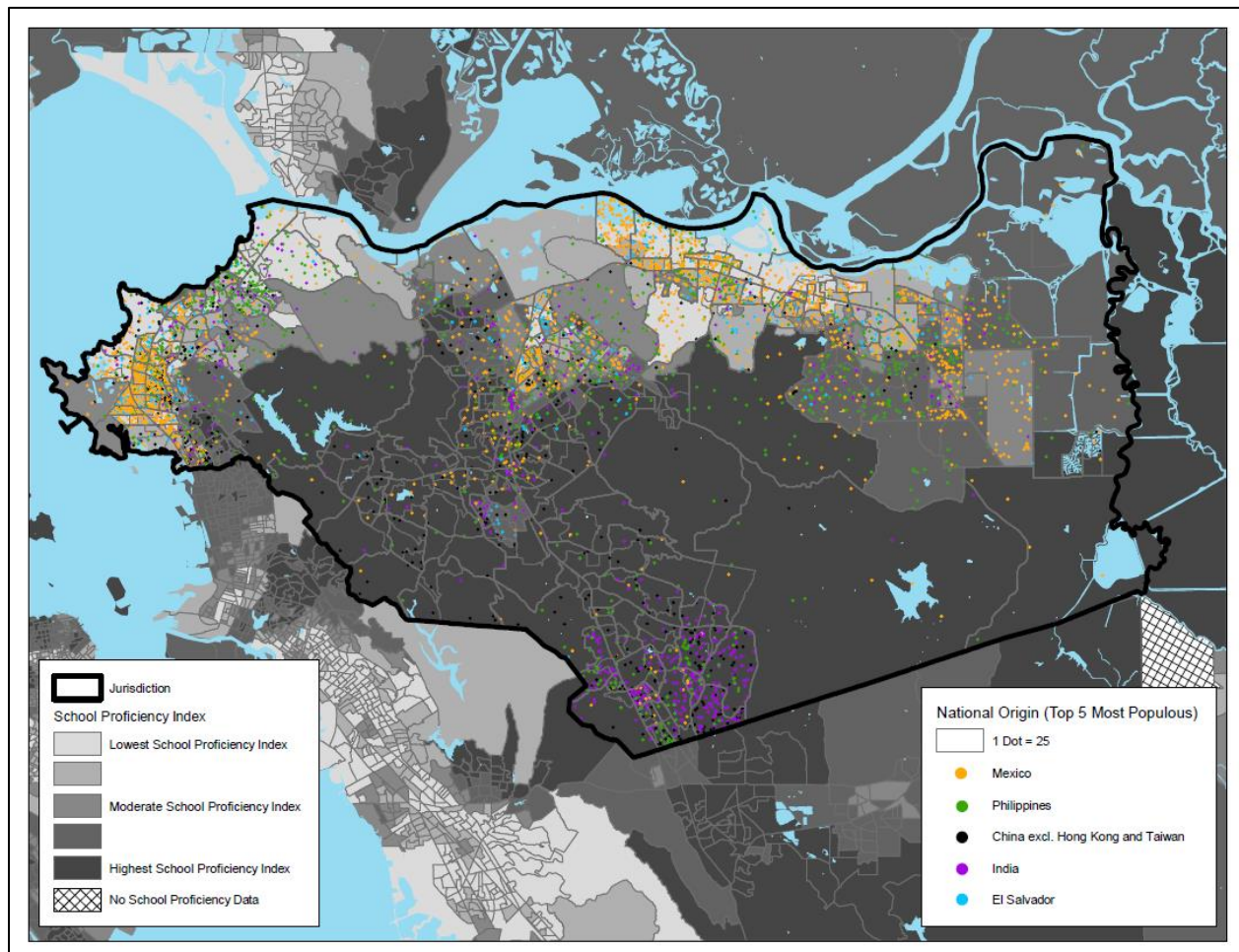




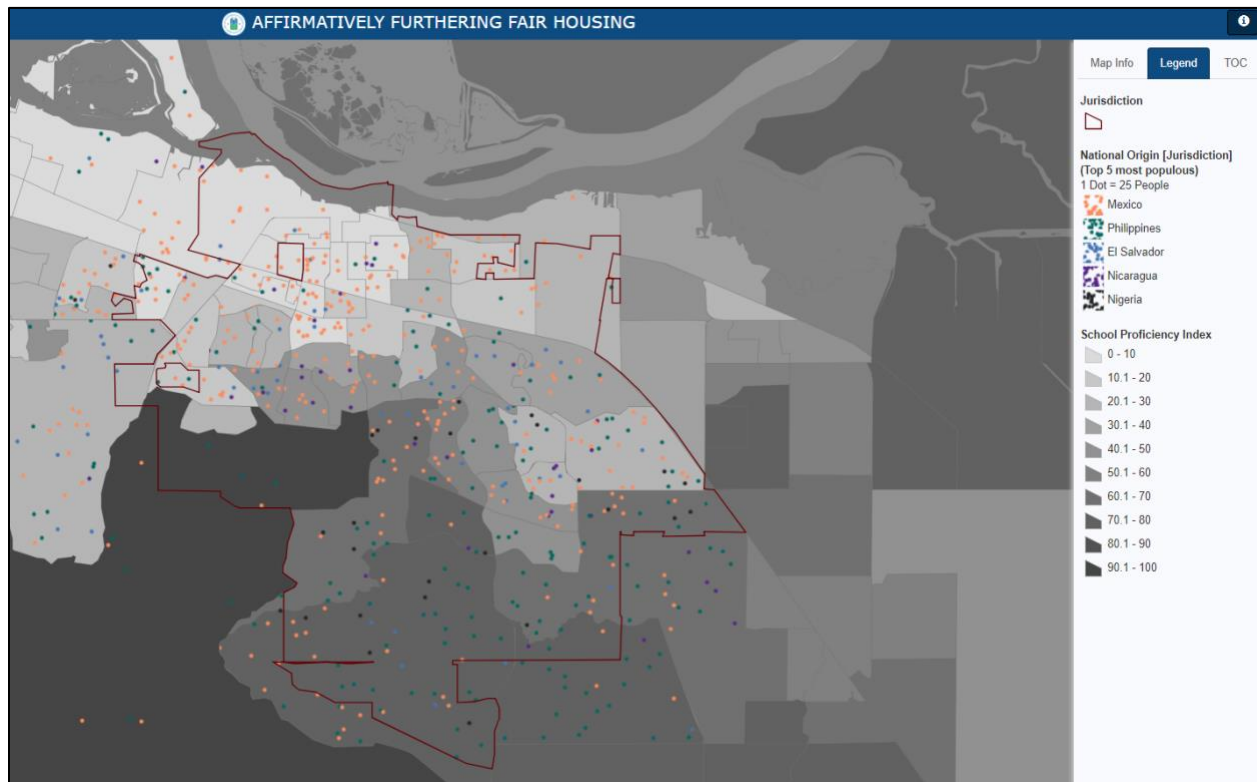
**Map 10: School Proficiency Index by Race/Ethnicity (all races shown), Walnut Creek**



Map 11: School Proficiency Index by National Origin (Top 5 most populous), Contra Costa County

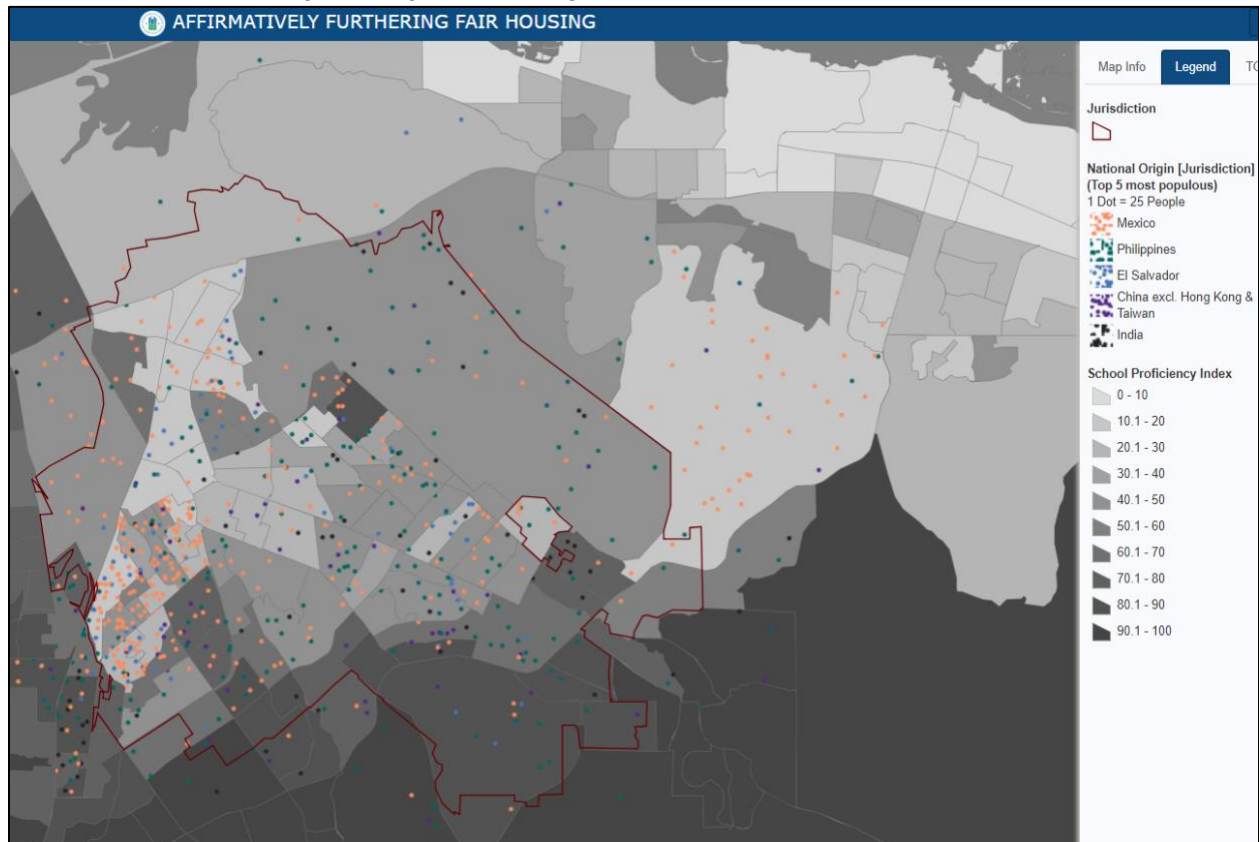


Map 12: School Proficiency Index by National Origin (Top 5 most populous), Antioch

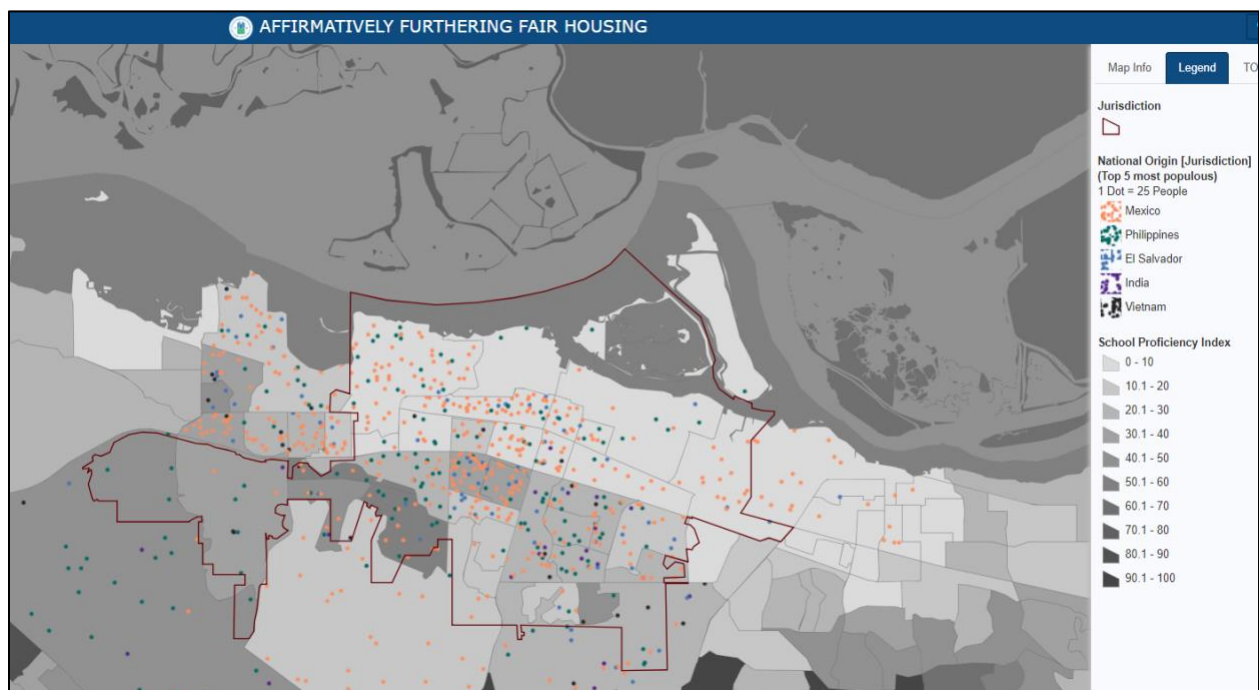




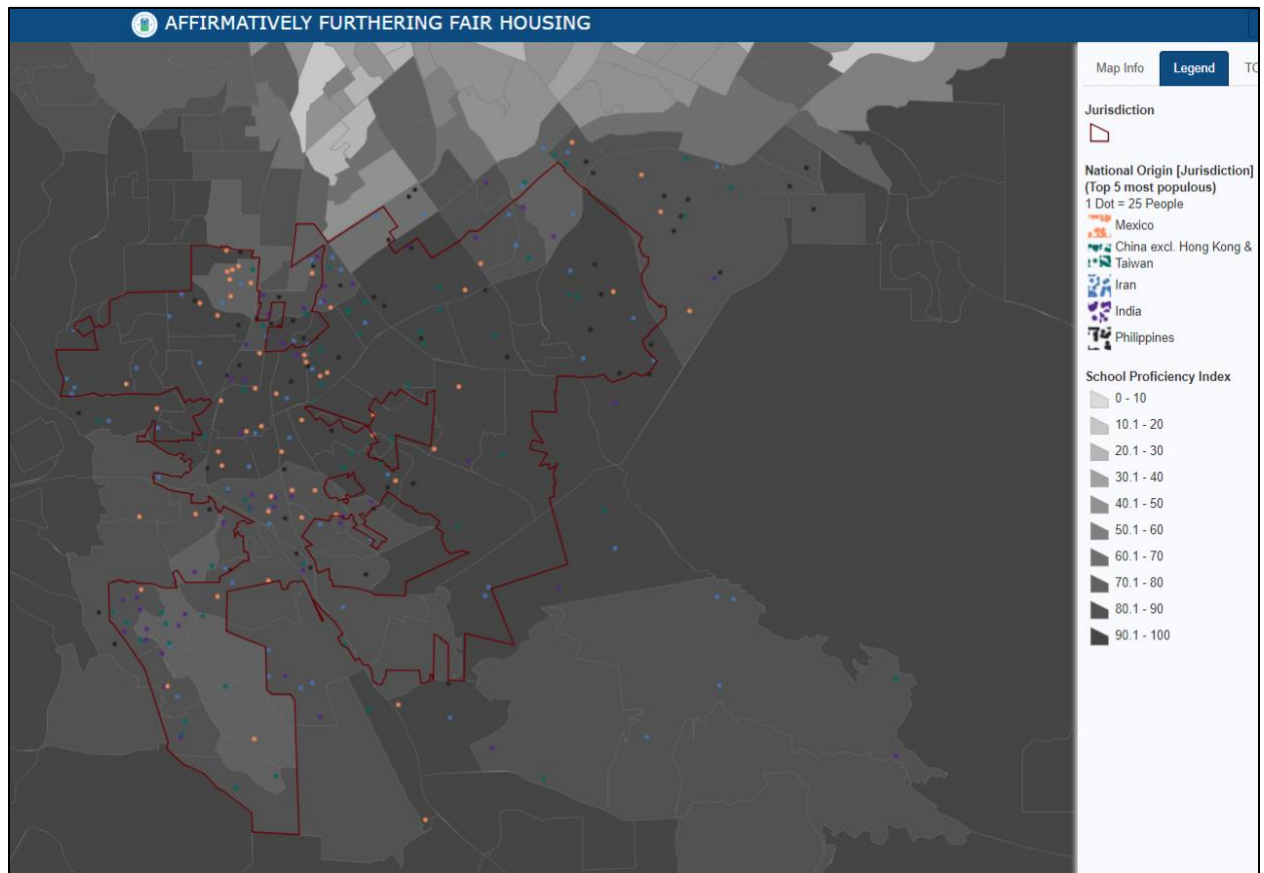
Map 13: School Proficiency Index by National Origin (Top 5 most populous), Concord



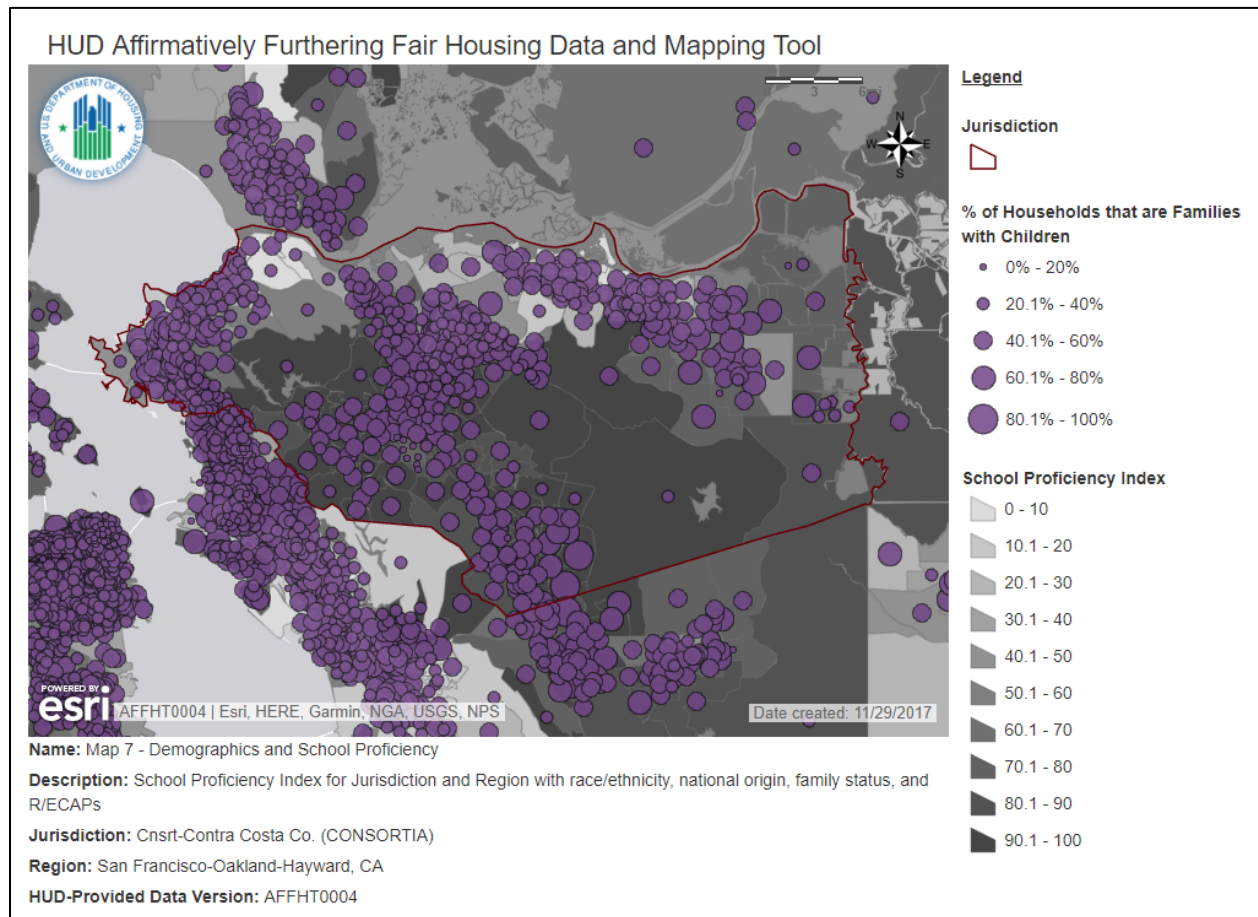
Map 14: School Proficiency Index by National Origin (Top 5 most populous), Pittsburg



Map 15: School Proficiency Index by National Origin (Top 5 most populous), Walnut Creek

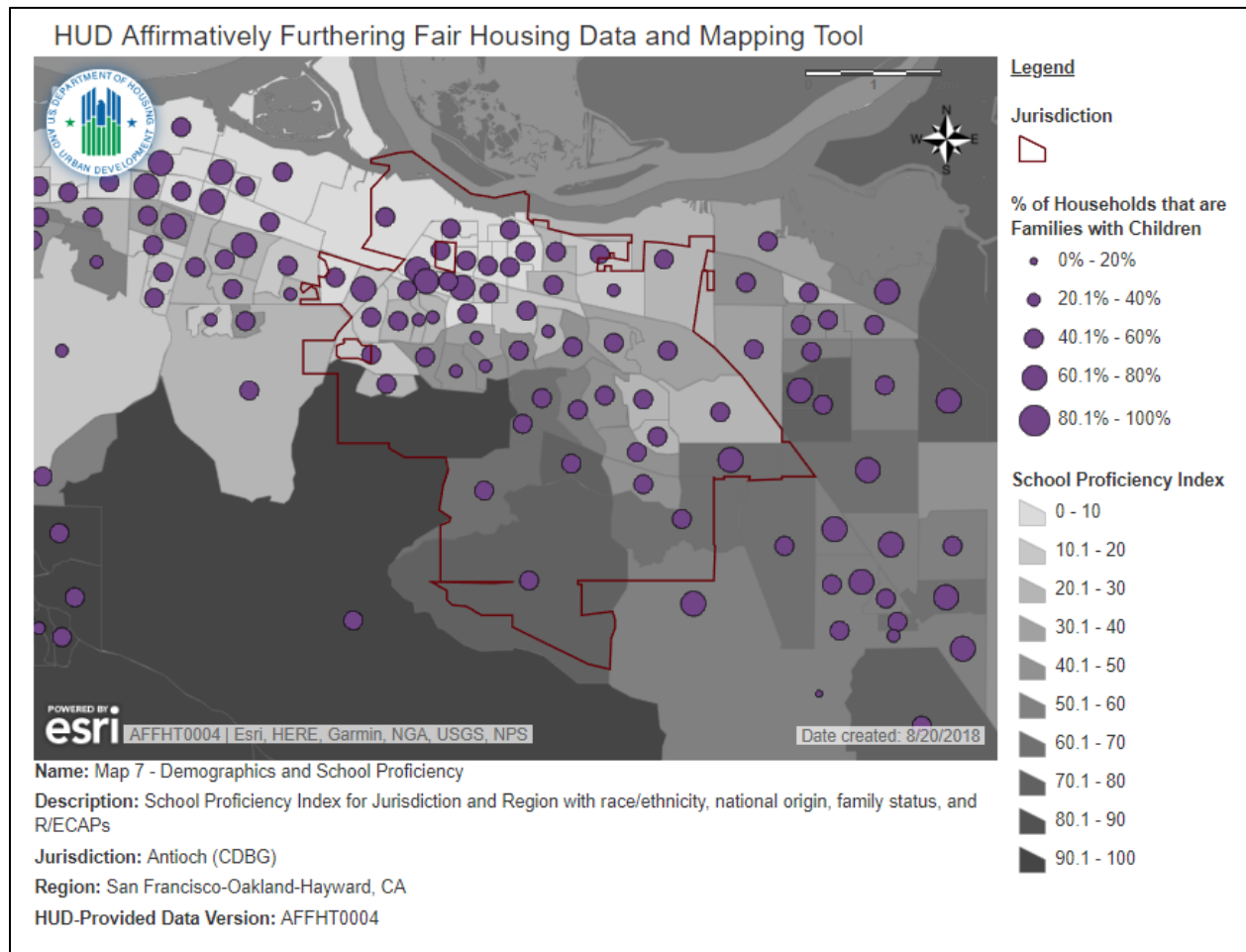


**Map 16: School Proficiency Index by Family Status, Contra Costa County**

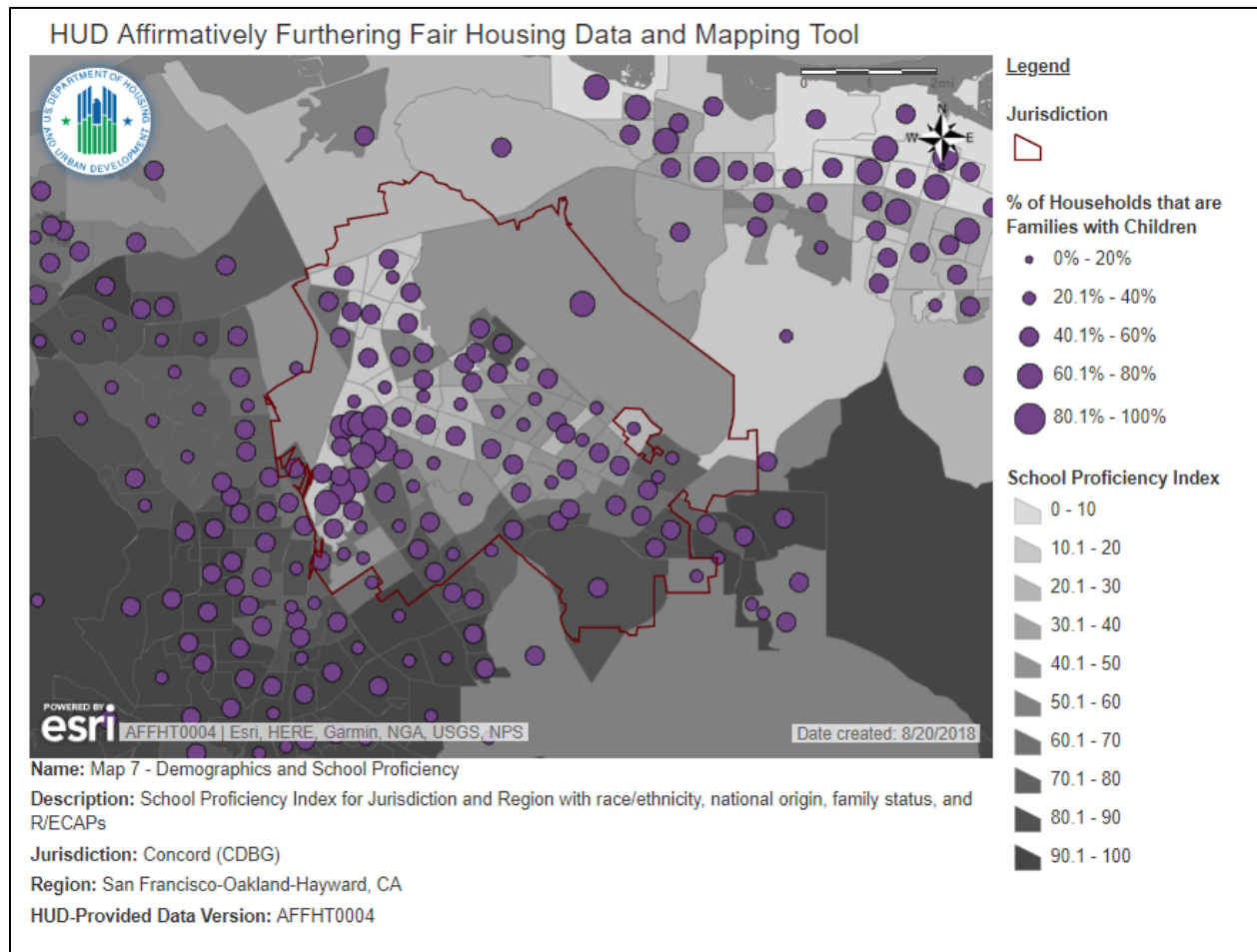




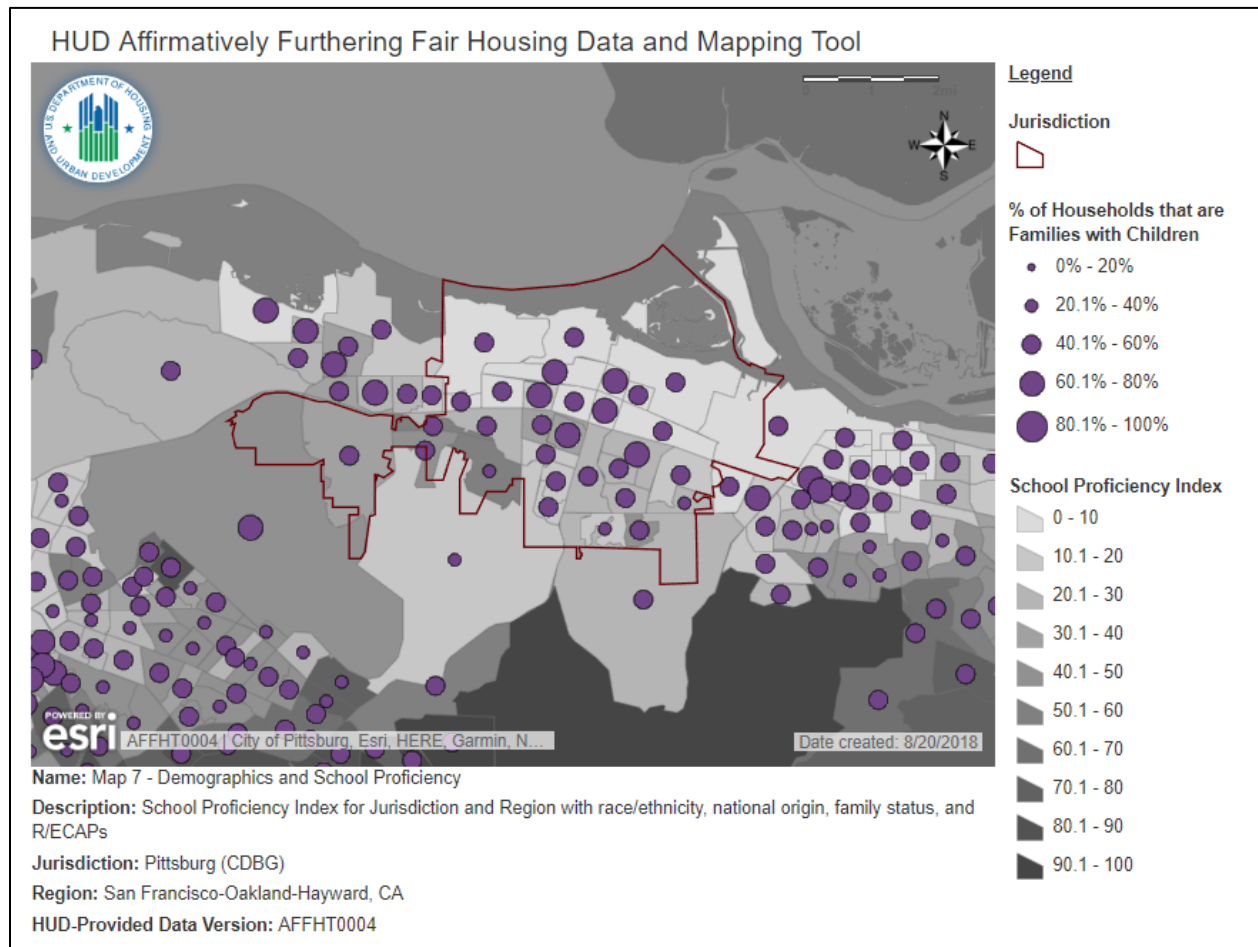
**Map 17: School Proficiency Index by Family Status, Antioch**



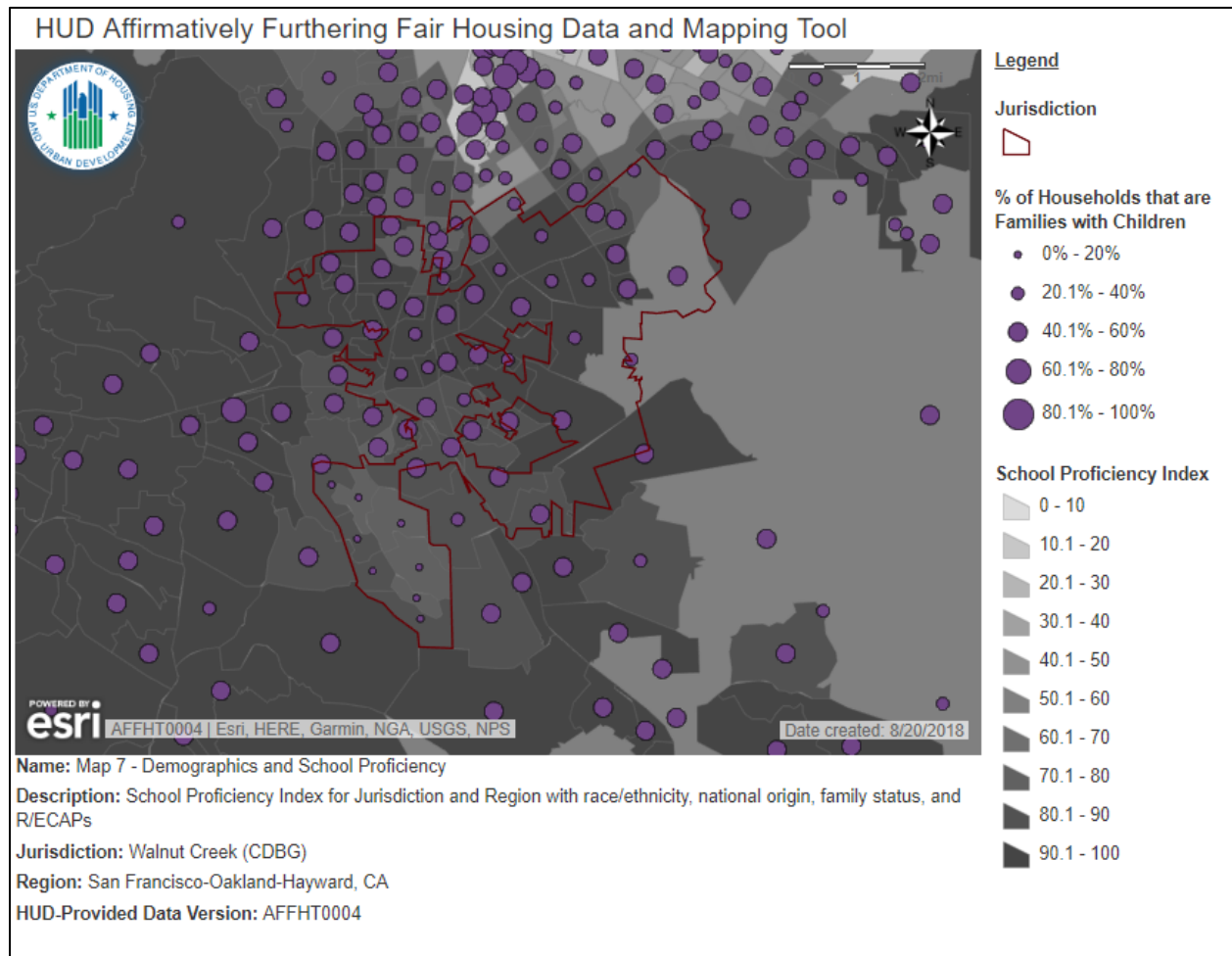
**Map 18: School Proficiency Index by Family Status, Concord**



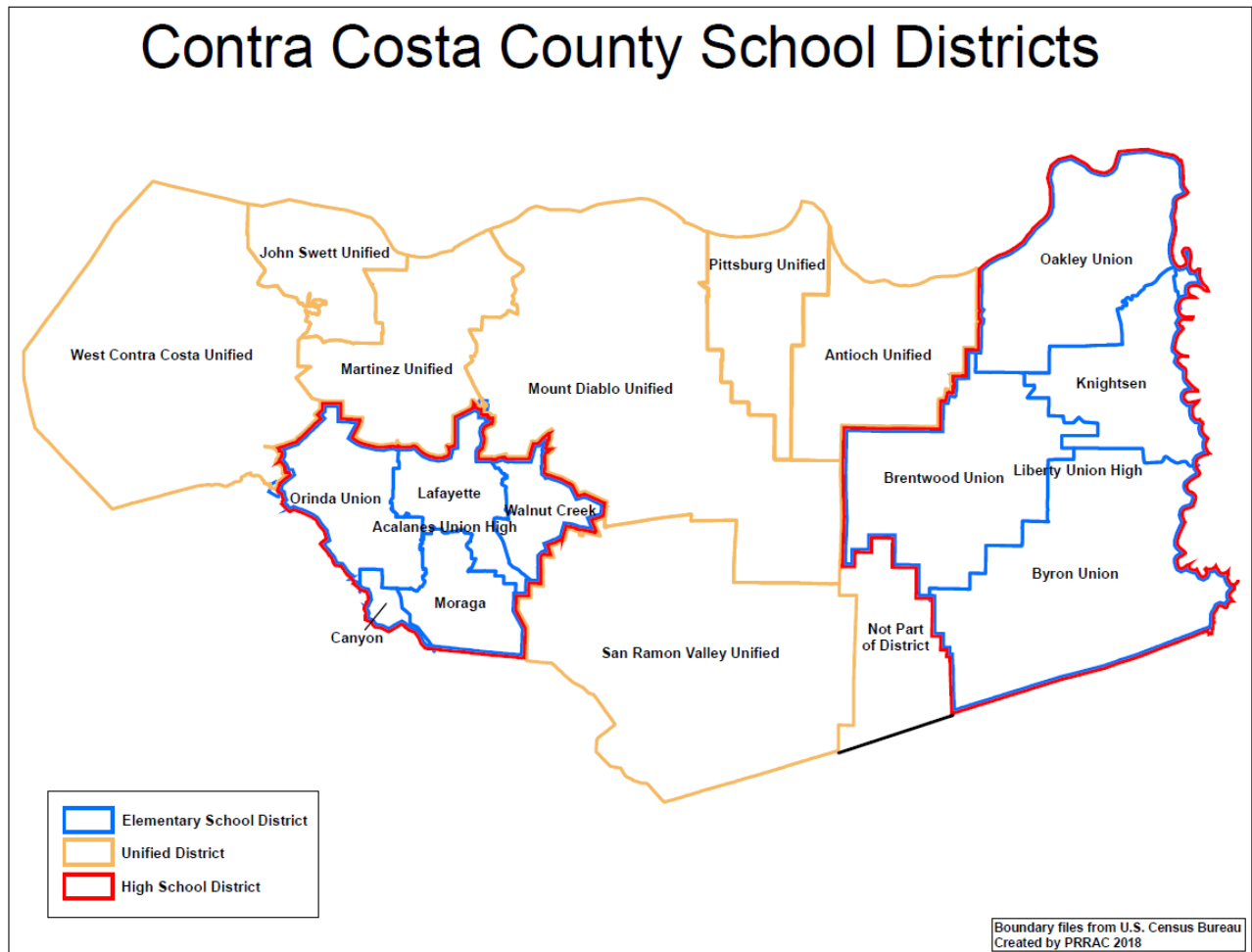
**Map 19: School Proficiency Index by Family Status, Pittsburg**



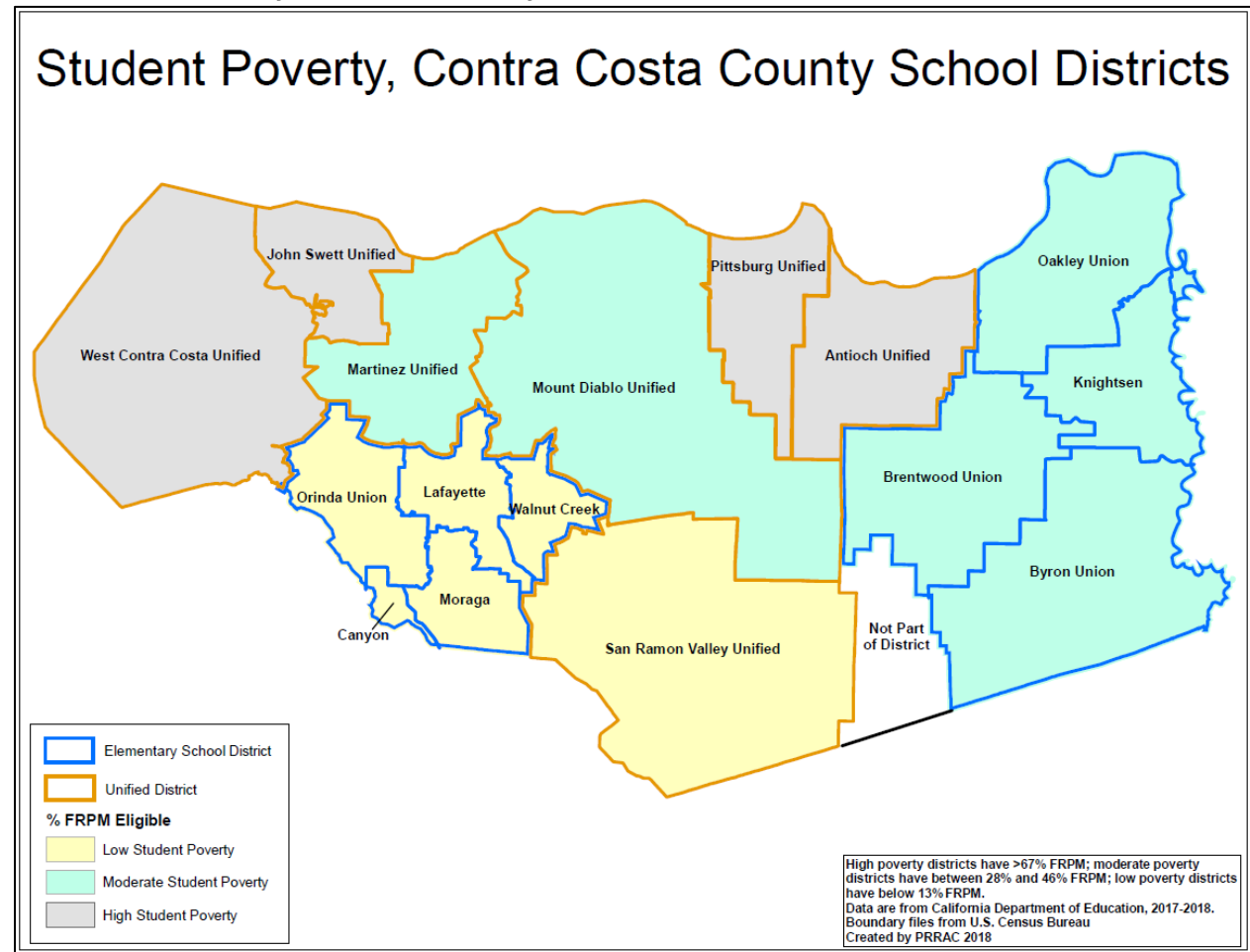
**Map 20: School Proficiency Index by Family Status, Walnut Creek**



Map 21: Contra Costa County School Districts

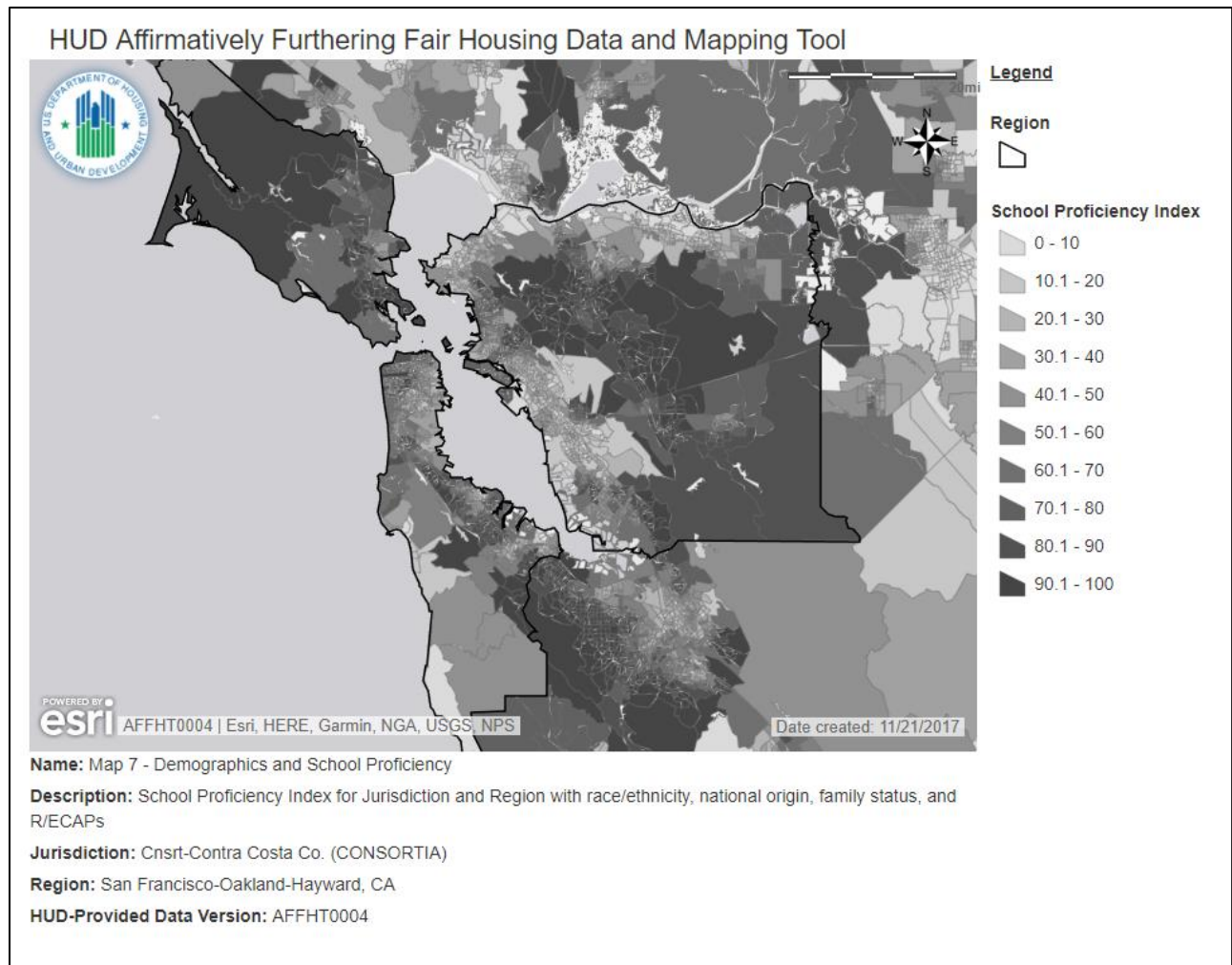


Map 22: Student Poverty, Contra Costa County Public Schools

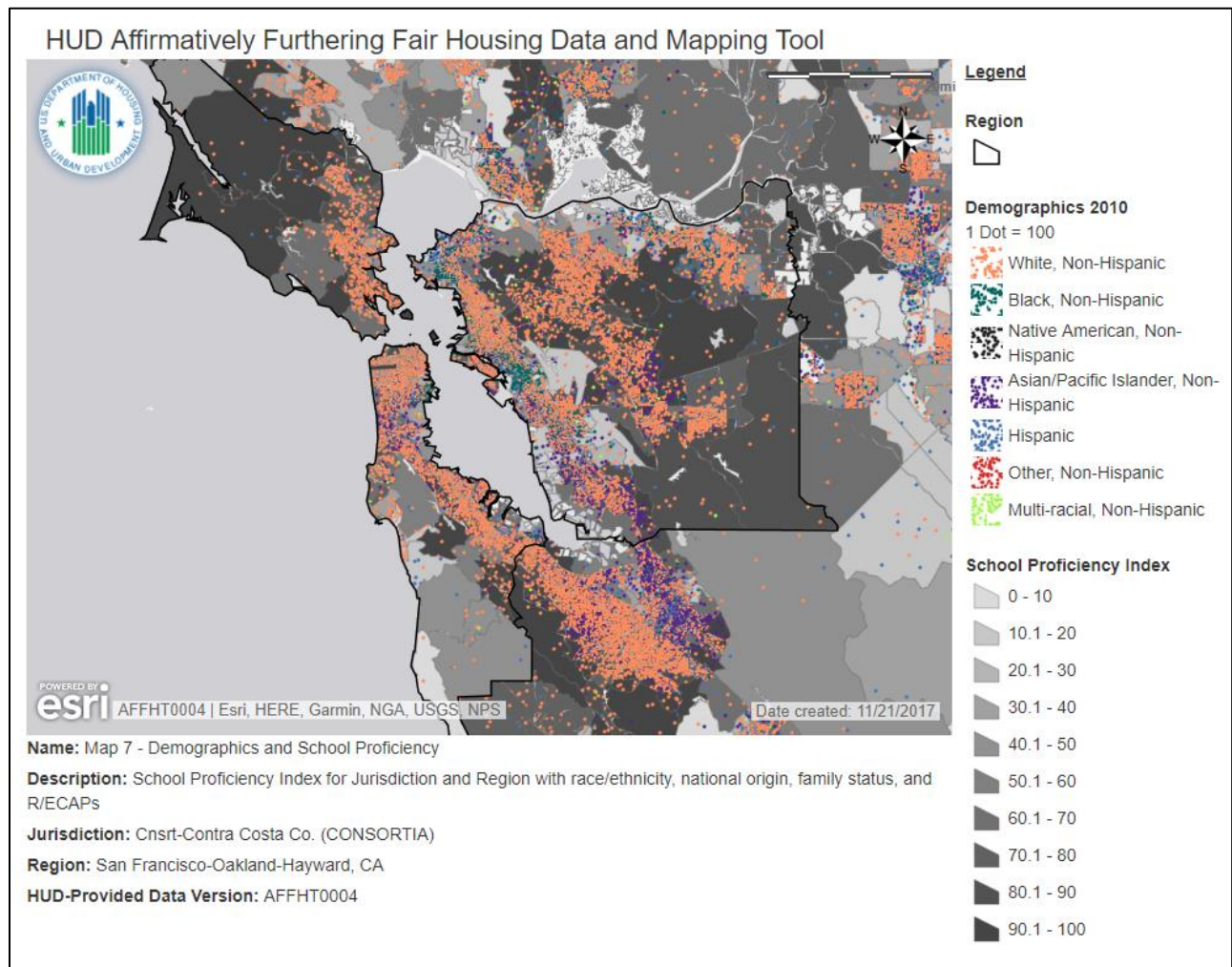




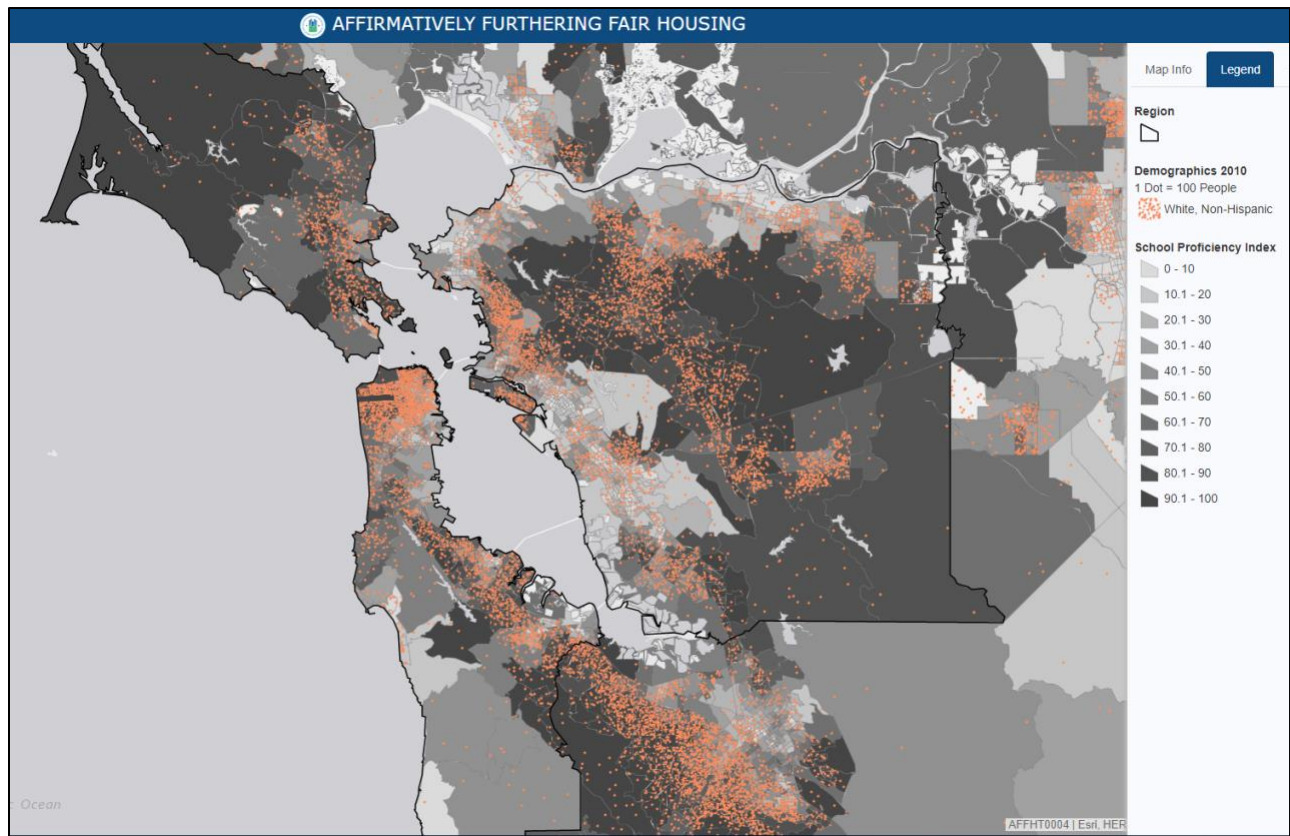
**Map 23: School Proficiency Index, San Francisco-Oakland-Hayward Region**



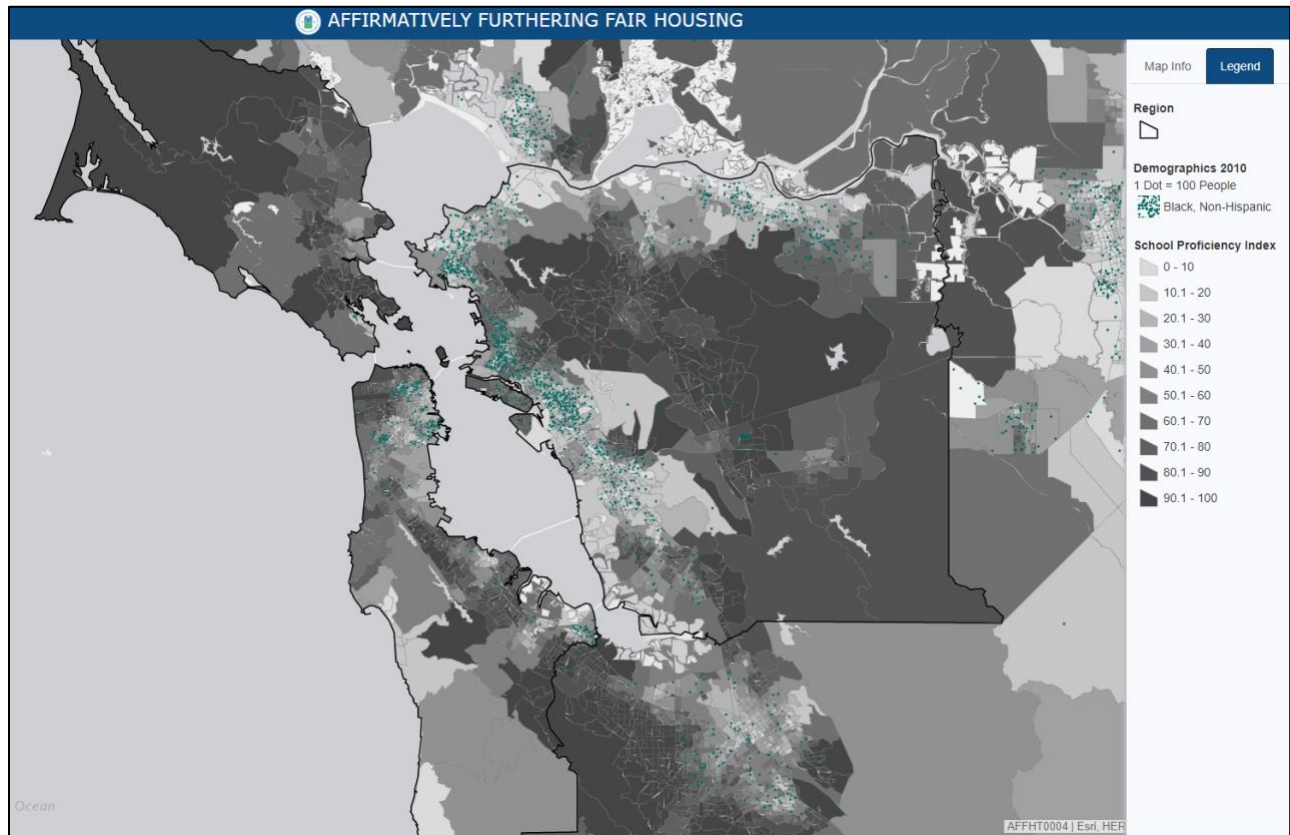
**Map 24: School Proficiency Index by Race/Ethnicity (all races shown), San Francisco-Oakland-Hayward Region**



**Map 25: School Proficiency Index by Race/Ethnicity (Non-Hispanic White only), San Francisco-Oakland-Hayward Region**

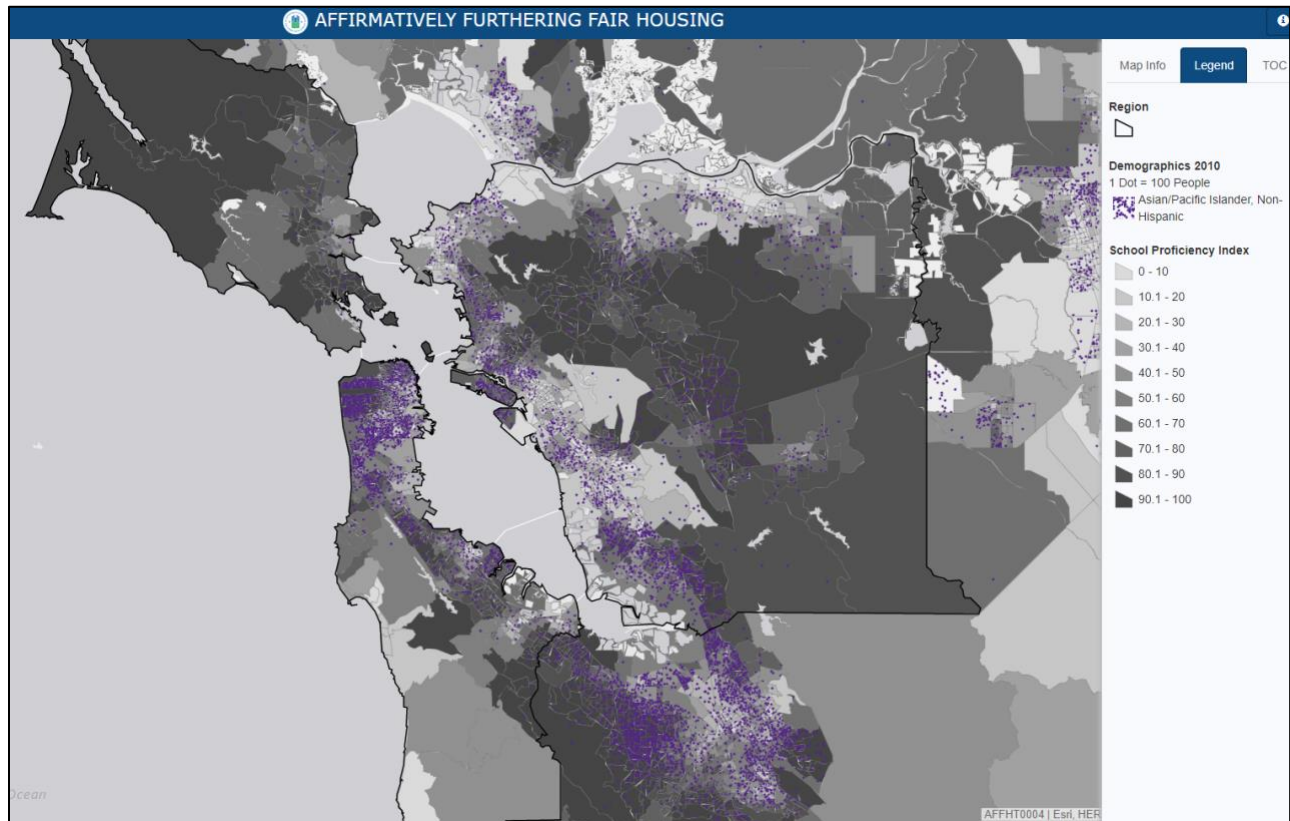


**Map 26: School Proficiency Index by Race/Ethnicity (Non-Hispanic Black only), San Francisco-Oakland-Hayward Region**

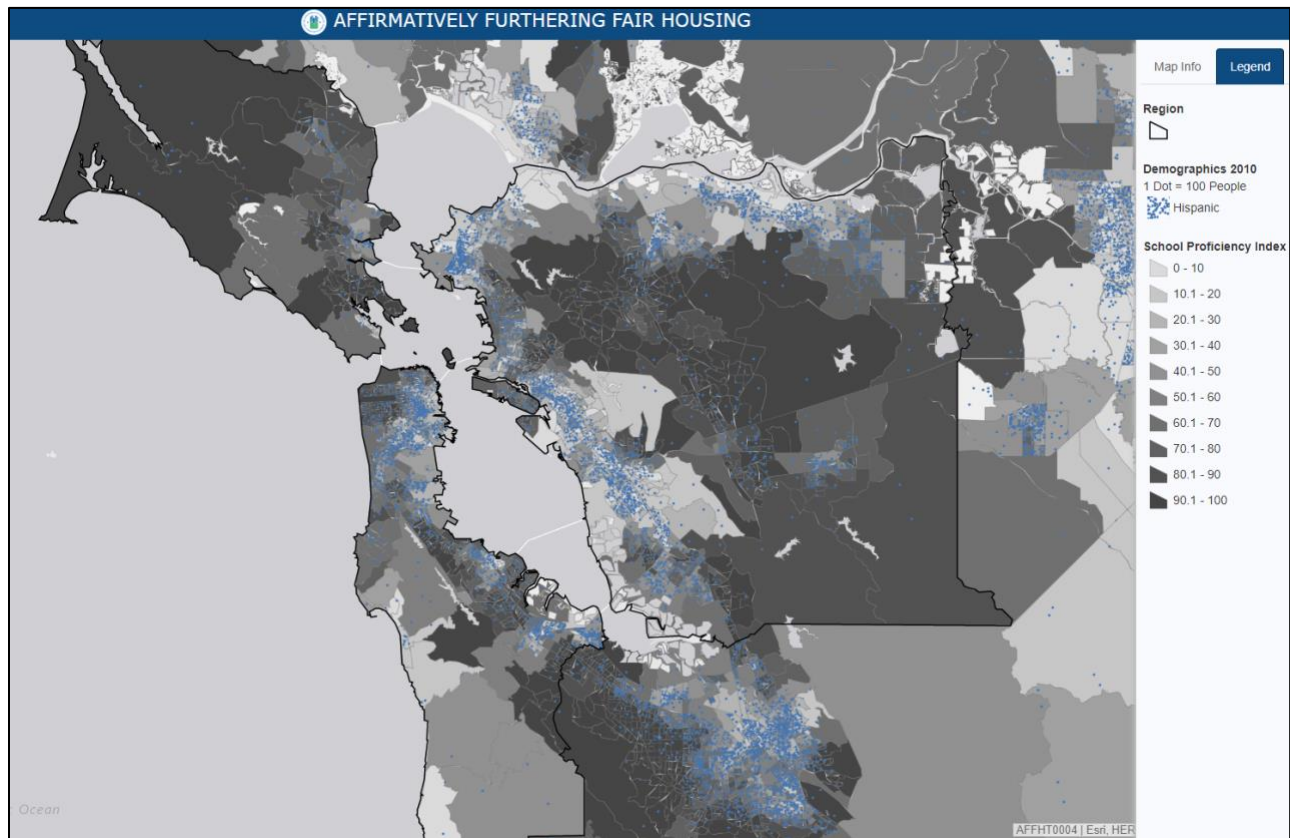




**Map 27: School Proficiency Index by Race/Ethnicity (Non-Hispanic Asian and Pacific Islander only), San Francisco-Oakland-Hayward Region**

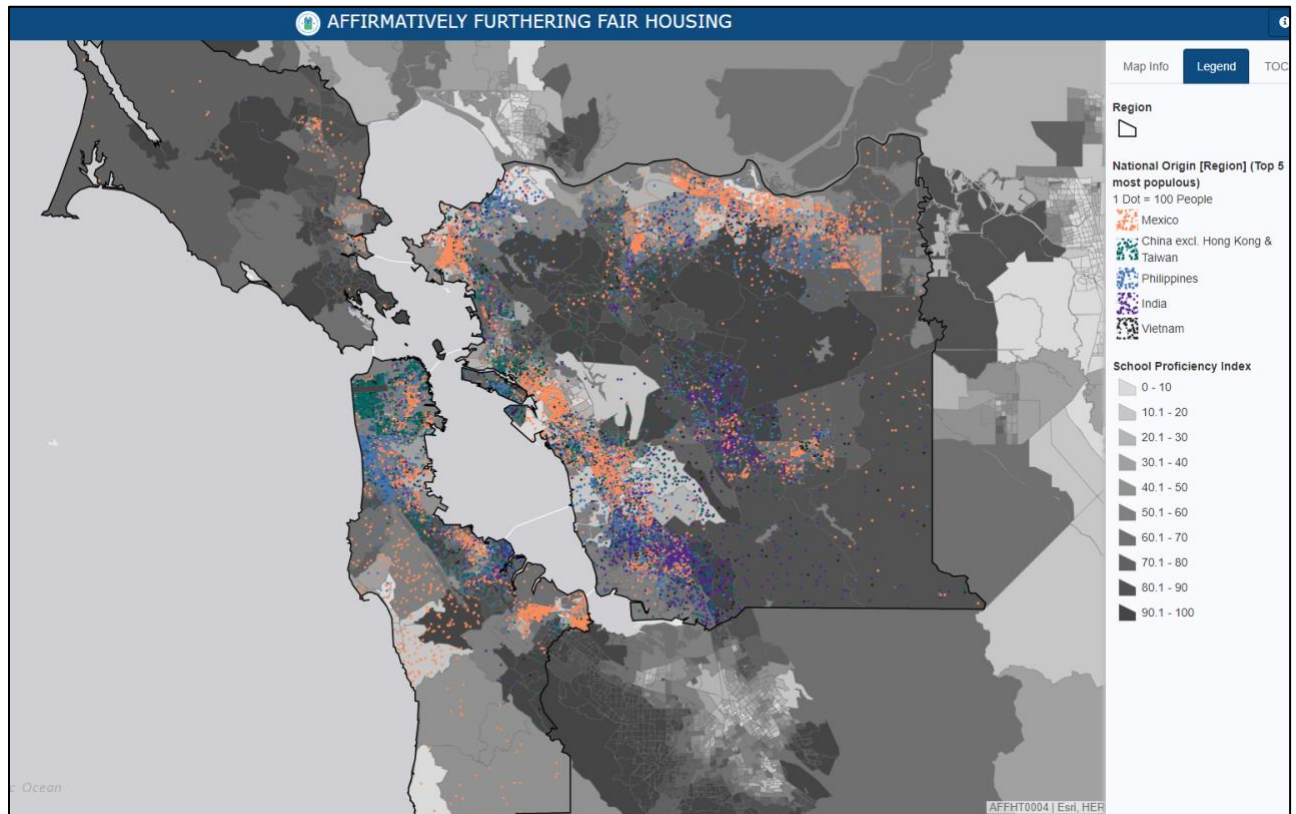


**Map 28: School Proficiency Index by Race/Ethnicity (Hispanic only), San Francisco-Oakland-Hayward Region**

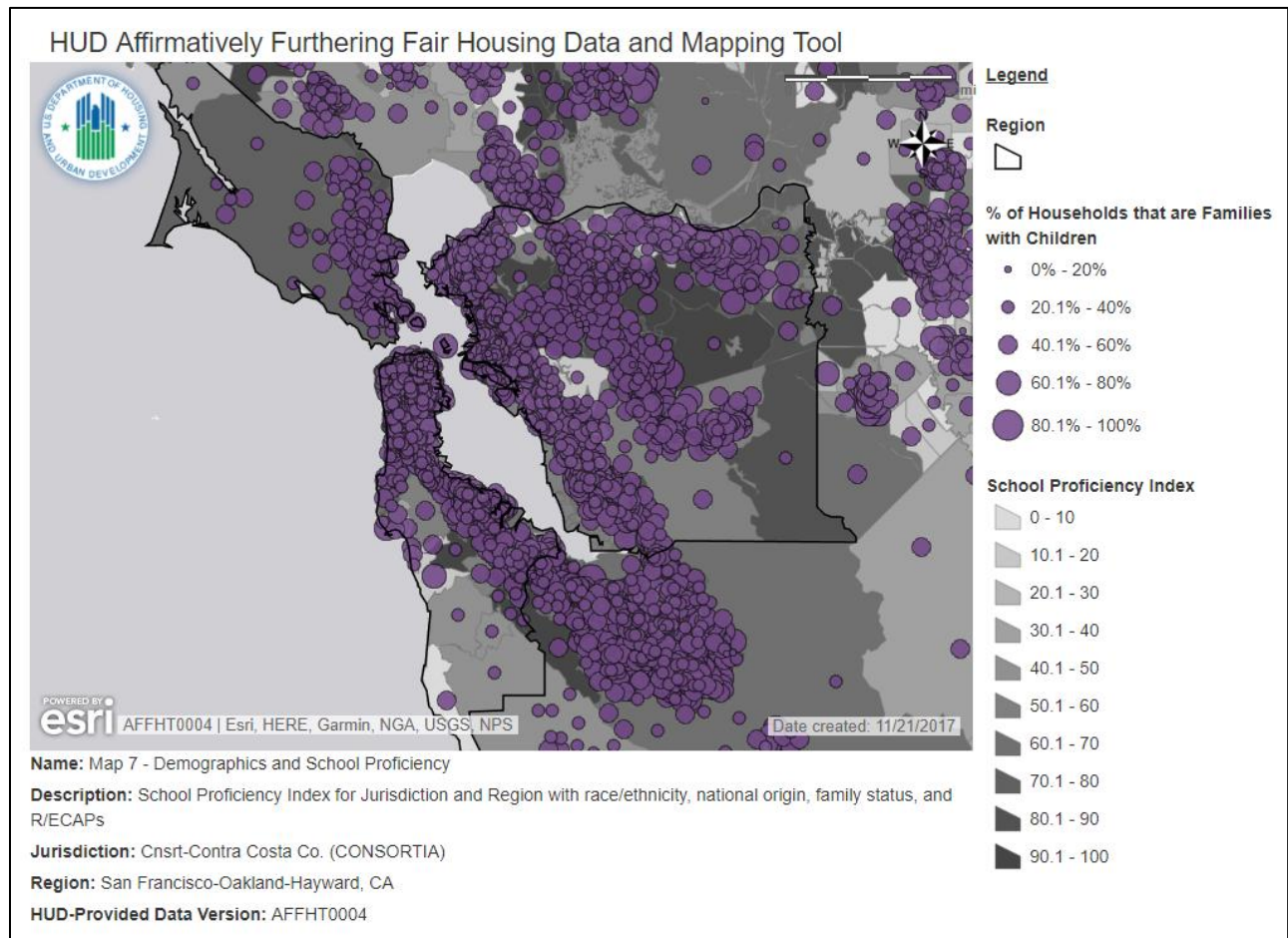




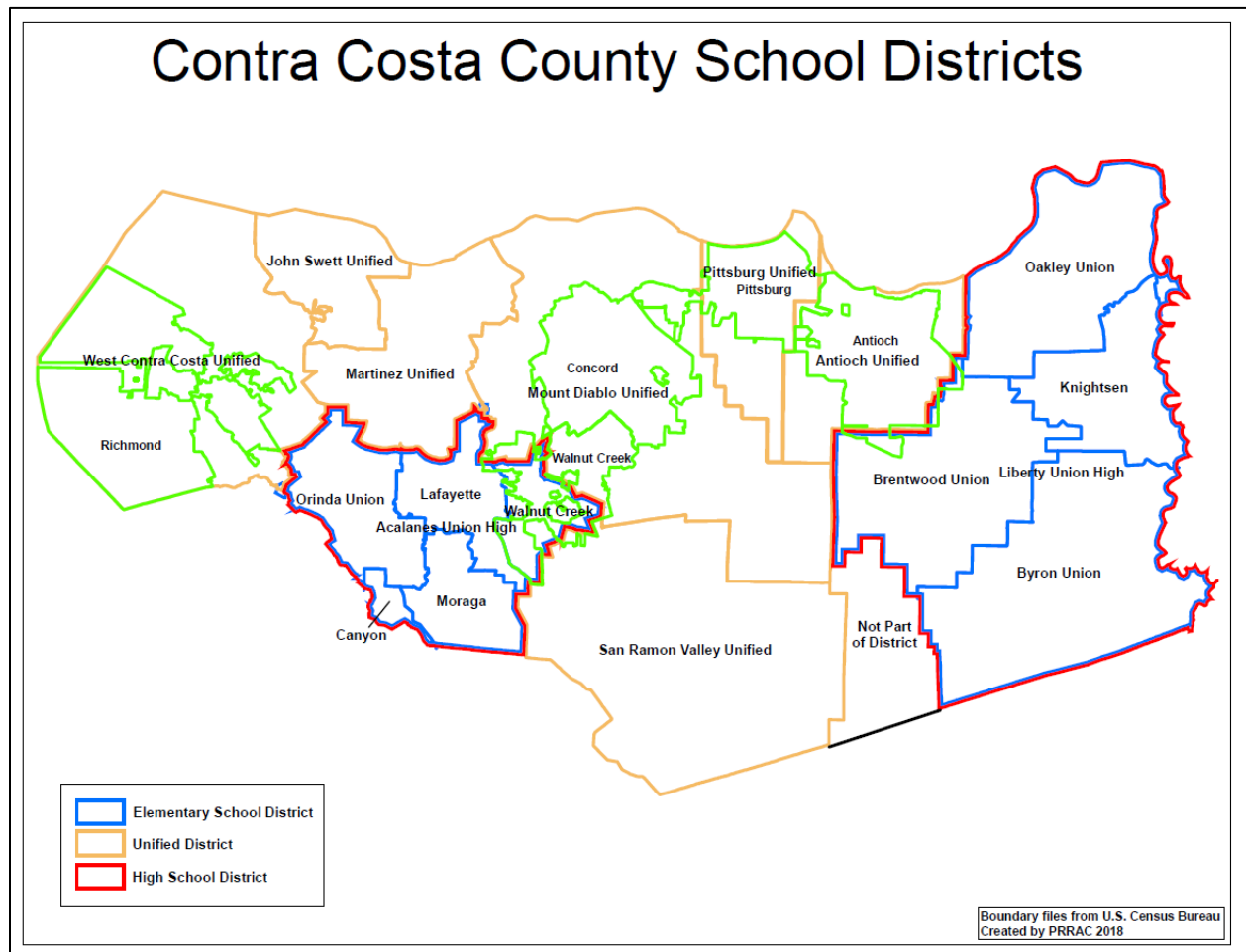
**Map 29: School Proficiency Index by National Origin (Top 5 most populous), San Francisco-Oakland-Hayward Region**



**Map 30: School Proficiency Index by Family Status, San Francisco-Oakland-Hayward Region**



Map 31: Contra Costa County School Districts in relation to entitlement jurisdiction boundaries:



**Note:** City boundaries for Richmond, Concord, Walnut Creek, Pittsburg, and Antioch outlined in green.

## Figures

Figure 1

Notes: All groups except "Hispanics" include only non-Hispanic members of the racial group. Asian group includes Pacific Islanders and Filipinos.  
Source: 1997/98 to 2015/16 data from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey Membership Data"; 2016/17 to 2017/18 from CA Department of Education.

